

**English as a Second Language (ESL), Accent Reduction,  
and Modification Resource Manual**

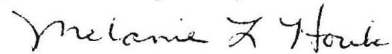
**An Honors Thesis (HONRS 499)**

**by**

**Allison Stepp**

**Thesis Advisor**

**Melanie Houk, M.A., CCC-SLP**

A handwritten signature in black ink that reads "Melanie A. Houk". The signature is written in a cursive style with a large, stylized 'M' and 'H'.

**Ball State University  
Muncie, Indiana**

**April 2011**

**Expected Date of Graduation  
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## Abstract

Learning to speak a new language is a difficult and interesting task. However, the responsibility of the individual teaching the second language is far greater. The teacher must cover all aspects of a language in order to give the second language learner all the information necessary to understand and speak the new language fluently. When the teacher is new to such a task, the process of finding new materials to incorporate into lesson plans can be very daunting. I spent the past semester researching and collecting materials in order to create a resource manual for future clinicians that are assigned English as a Second Language (ESL) clients in order to help ease their angst throughout the process.

## Acknowledgements

I would like to thank Mrs. Melanie Houk for advising me throughout this project. She made herself available to me when I had any questions regarding my thesis project. She also provided me with constructive critiques as well as affirmations that encouraged me throughout the semester. I am very grateful for her help.

I would also like to thank Dr. Kris Rugsaken for allowing me to utilize some of his lesson plans from the Thailand English Camp project in order to make my project more comprehensive.

I would like to thank the following individuals for completing peer reviews of my resource manual: Sarah Braun, Denesie DeLucio, Janelle Cochard, and Brittany Warnke.

Lastly, I would like to thank Deborah Stepp for her encouragement.

## Senior Honors Thesis Author's Statement

The goal for my thesis was to create a resource manual for the Ball State University's Speech Language Pathology Department targeting accent reduction clients. The resource manual includes activities and drills that can be used in a clinical setting with English as Second Language (ESL) students that request assistance from the clinic. The document includes activities for all age levels of ESL students that may be referred to the Ball State Clinic. The rationale for each of the activities and the techniques for implementation are included in the manual. The sections found in the manual include the following: an introduction, idioms, vocabulary, prefixes and suffixes, vowel and consonant pronunciation, article grammar rules, clinician evaluation, and a mini "directory." I also included a section filled with websites categorized by topic as a further resource for clinicians. Lastly, I have added a works cited page.

The project is based on research, interviews with speech pathology professionals that work with ESL clients, and interviews with accent reduction students. I asked my peers that are assigned ESL clients to provide resources for my research and to share new activities used in their therapy sessions. I observed a speech therapy session with an ESL client at the Ball State speech clinic. I contacted a speech language pathologist in my hometown as well. I included her credentials in the introduction of my manual.

Currently, Ball State University is experiencing an increase in the number of English as Second Language students including international students. Ball State University continues to encourage international students to attend the university. As a result, I expect that the number of international students that will take advantage of the opportunity will continue to increase in future years. Also, many of the international students continue their education by attending graduate school at Ball State and at other universities. Those that are awarded graduate assistant positions are often placed in situations where they must do public speaking. The international students, in many cases, have studied the English language extensively, but must fine-tune their speech to minimize accents and polish pronunciation in both receptive and expressive language.

The resource manual will be most beneficial to future Speech Language Pathology clinical students as a reference book that will guide them and give them options for activities in

the clinical setting. My advisor, Melanie Houk, M.A., SLP-CCC, reviewed and critiqued the materials as I produced them, and, as a result, a working document is available as my project is now completed.

While in the process of completing this assignment, I have further practiced writing lesson plans and planning for therapy sessions. I also interacted with other speech language pathologists of both the undergraduate level and those with their licensure. In turn, this broadened my knowledge and increased my talent as a future speech pathologist. I hope to incorporate additional therapy skills and different approaches that I have learned throughout this process. Additionally, I have had the opportunity to network with professionals in the field, which could lead to collaboration and career opportunities in the future. The added benefit in completing this thesis, on a personal level, is that the project will benefit the next class of undergraduate clinicians.

Now that I have completed my thesis, I will be able to utilize the project while studying abroad this summer. I am going to Thailand as an English Camp Instructor for Thai college students. The students will have knowledge of the language already, but need to focus on accent reduction similarly to the international students at Ball State. The process of creating therapy activities has helped me to review grammar rules, which I will also utilize as a camp instructor this summer in Thailand.



# **Resource Manual: English as a Second Language (ESL) / Accent Reduction and Modification**

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Ball State University

Honors Senior Thesis Project

Spring 2011

# **ESL Resource Manual**

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## **Introduction**

This manual is dedicated to the Ball State University's Speech Language Pathology Department as a resource to clinicians assisting accent reduction clients. This manual includes activities and drills to be used in a clinical setting with English as Second Language (ESL) students that request assistance from the clinic. The manual includes activities geared towards adults; however, the manual could be used with all age levels.

Included is the rationale for each of the activities and drills, as well as helpful hints and techniques for implementation. The concept of the manual was the result of my clinical experience with an accent reduction student as well as my desire to create a meaningful document for my Honors Program Thesis. I realized in working with an accent reduction client that the BSU Speech Pathology Clinic did not have many resources readily available and, as a result, I spent many hours gathering information for my client. It is my hope that clinicians that view this working document and will utilize it for the benefit of students that request accent reduction services.

The project was based on research, interviews with speech pathology professionals that work with ESL clients, and interviews with accent reduction students. I asked my peers that are assigned ESL clients to provide resources for my research and to share new activities used in their therapy sessions. I observed speech therapy sessions with ESL clients both at the Ball State speech clinic and the local school districts. I also contacted a speech language pathologist from the University of Cincinnati (UC), Mrs. Sue Schmidlin, SLP-CCC. She gave me the opportunity to view the materials used within UC's speech clinic.

Currently, Ball State University is experiencing an increase in the number of English as Second Language students. Ball State continues to encourage international students to attend the university. As a result, I anticipate that the number of international students that will take advantage of the opportunity to attend Ball State University will continue to increase in the future. In addition, many international students continue their education by attending graduate school. Those that are awarded graduate assistant positions are often placed in situations where they must do public speaking. The international students, in many cases, have studied the English language extensively, but must fine-tune their speech to minimize accents and

polish pronunciation, which requires therapy in both receptive and expressive language. This resource manual will be most beneficial to future Speech Language Pathology clinical students as a reference book that will provide guidance and give options for activities in the clinical setting.

While in the process of completing this assignment, I sharpened my skills in writing lesson plans and planning for therapy sessions. I had the opportunity to interact with other speech language pathologists, which could lead to future collaboration. In turn, this will broaden my knowledge and increase my effectiveness as a speech pathologist. The added benefit in completing this thesis, on a personal level, is that the project will benefit the next class of undergraduate clinicians.

This project would not have been achievable without the mentoring provided by my advisor, Melanie Houk, SLP-CCC. I appreciate her expertise, the time that she spent reviewing my material and the guidance that she has shown me throughout my clinical experience. In addition, I thank her for the encouragement that she has provided to me.

I wish to thank Dr. James Ruebel, Dean of the Honors College, for approving this project as an Honors Program Thesis. I appreciate the support and guidance that he has provided to me while in the Honors Program at Ball State University.

On an additional note, I will be able to utilize this manual while traveling to Thailand as an English Camp Instructor for Thai college students, under the direction of Dr. Kris Rugsaken. The Thai students will have knowledge of the English language already, but need to focus on accent reduction and comprehension similarly to the international students at Ball State University. The process of creating therapy activities has helped me to review grammar rules, which I will also utilize as a camp instructor this summer in Thailand.

I sincerely hope that the speech pathology students that utilize this manual will feel empowered by having these resources readily available to them and their clients.

Allison Stepp

Ball State University

April 2011

## Idioms

**What is an idiom and why should idioms be taught to second language learners and ESL students?**

Webster defines an idiom as “an expression in the usage of a language that is peculiar to itself either grammatically (as no, it wasn't me) or in having a meaning that cannot be derived from the conjoined meanings of its elements.” More simply, an idiom is a word or a phrase that has a figurative meaning different from the literal meaning. Example idioms include the following: It's raining cats and dogs; Once in a blue moon; Water under the bridge; etc.

Within this section there is a list of idioms and their meanings, which includes the origin and an example sentence. This is not a complete list! Accessing online resources as well as resource books available at a local bookstore or online is recommended. After the idiom list, there are quizzes to go along with the idioms and the definitions.

Teaching idioms is very similar to teaching new vocabulary words. They are so common in our daily language that sometimes we are unaware of how often we use them in conversation.

### **Suggested activities**

To get started, it may be best to explain what an idiom is and to give the client some examples. Make sure to include the origin when explaining new idioms; this gives the individual a foundation for understanding where the idiom came from. After defining what an idiom is, go through a portion of the idioms listed below (or from a different list) in order to introduce new phrases and their meanings. Once the client has an understanding of some of the idioms, try giving him or her a quiz either on paper or verbally. To vary teaching style, try using idiom card decks and games online. Check the accuracy and validity of the information found online before using it immediately in therapy as it is not always correct. Once the client has a grasp for the idiom and its meaning, try having him or her create sentences with the idioms.

The following list was compiled from the *Scholastic Dictionary of Idioms* by Marvin Terban.

Marvin, T. (1996). *Scholastic Dictionary of Idioms*. New York, NY; Scholastic, Inc.

### Idiom list

1. Add fuel to the fire (p. 1)

"I was already angry with you, and when you forgot to pick me up, that really added fuel to the fire."

Meaning: to make a bad situation worse; to do or say something that causes more trouble; make someone angrier

Origin: Thousands of years ago the famous Roman historian Livy used this expression. If you pour water on fire it goes out. But if you put fuel (like coal or wood) on a fire, you make it burn hotter and brighter. If "fire" represents a kind of trouble, then anything you do to make that trouble worse is "fuel."

2. Ants in your pants (p. 3)

"You never sit still. You must have ants in your pants."

Meaning: extreme relentlessness; over activity

Origin: We can easily imagine where this saying came from. What if you actually had ants in your pants? You'd find it difficult to sit down. You'd keep squirming to get rid of the ants.

3. Backseat driver (p. 6)

"I can fix this computer myself, but she always tries to be a backseat driver."

Meaning: a bossy person who tells another person what to do; a person who gives unwanted advice and directions

Origin: When automobiles became popular in the United States in the 1920s, many rich people rode around in the backseats of chauffeur driven cars. The backseat passenger gave orders to the front-seat driver: where to go, what road to take, how fast to drive, and so on. Today, "backseat driver" refers to any aggressive person, in or out of a car, who tries to tell others what to do.

4. Between a rock and a hard place (p. 12)

“It’s a tough choice between getting to the big game on time or waiting for Mrs. Smith to call. I’m stuck between a rock and a hard place.”

Meaning: being in a very tight spot and faced with a difficult decision

Origin: In this American saying from the early 20<sup>th</sup> century, you can picture someone actually squeezed between a rock and a hard place. He or she has to turn one way or the other, but neither way is very pleasant.

5. Bite your tongue (p. 15)

“Don’t you dare say that to me! Bite your tongue, young man!”

Meaning: take back or be ashamed of what you’ve said; struggle not to say something you want to say

Origin: It’s easy to see where this saying came from. If you really put your tongue between your teeth as if you’re biting it, you couldn’t talk. So when people tell you to bite your tongue, they are telling you to force yourself to be silent before you say something you shouldn’t. Sometimes people say it after they’ve already blurted out what they shouldn’t have. Then it means to take back the statement and keep quiet.

6. Chill out (p. 34)

“When Chris threw down the paddle after he lost the ping-pong game, the counselor told him to chill out.”

Meaning: relax, calm down

Origin: When a person starts to get angry, we often use expressions like “steamed up” and “hot under the collar” to describe his or her emotions. If being “heated up” describes being overly excited, then it’s easy to see how the opposite means calm. “Chill out” is a recent African-American idiom and so are other similar expressions like “take a chill pill” and “cool it.”

7. Famous last words (p. 59)

"Our music teacher said that we were sure to win the state choral championship -- famous last words."

Meaning: a sarcastic response to a foolish statement that suggests the speaker doesn't know what he or she is talking about

Origin: It is thought that people in the military made this phrase popular during World War II and that other people began using it after that. Throughout history, people have made declarations that were later proven to be untrue and perhaps even silly to have been said in the first place. Simple-minded statements were sometimes referred to as "famous last words of history." The phrase was shortened to "famous last words."

8. Fly by night (p. 66)

"The store where I bought that defective CD player was a fly-by-night operation."

Meaning: selling for quick profit then disappearing; a swindler or an unreliable person

Origin: Fly-by-night was an ancient term that described a woman who was thought to be a witch. Witches were supposed to fly at night on brooms, and the term came to mean anyone who flies hurriedly from an activity. In the late 1800s this expression was made up to describe a person or business that sneaked away in the middle of the night to avoid paying bills or making good on promises to customers.

9. For the birds (p. 68)

"That movie was for the birds. I'm sorry I wasted my time on it."

Meaning: worthless; useless; stupid

Origin: The American slang was popular among the soldiers during the first half of the 1900s. Think of bits of food left on the ground after a picnic. They're not worth anything, except, of course, to the birds looking for crumbs. In the same way, we say that anyone or anything bad or silly is "for the birds."



10. Get a kick out of something (p. 71)

"My grandmother really gets a kick out of playing these video games with me."

Meaning: to enjoy doing something; to get a thrill out of something

Origin: A famous songwriter, Cole Porter, made this 20<sup>th</sup> century American saying popular in his 1934 song "I Get a Kick Out of You." The title means "I really enjoy being with you." In this expression "kick" has to do with a thrill, not striking something with your foot.

11. Hit the books (p. 91)

"I've got a major test tomorrow, so I better hit the books."

Meaning: study school assignments carefully; prepare for classes by reading and doing homework; focusing on studying

Origin: The idiom says that when you really study hard, you "hit" the books. Why hit? Hit has many meaning. Among them are to come into contact with something forcefully ("The bomb hit the target") and to achieve something you desire ("He hit upon the right formula").

12. Keep your fingers crossed (p. 104)

"We need a home run to win. Keep your fingers crossed."

Meaning: to wish for good luck and success for someone or something

Origin: This old American expression may have come from the superstition that the cross works to keep away evil and bad luck. It may also come from children's games in which the players crossed their fingers to keep safe. Today, some people believe that if they tell a lie, the lie doesn't "count."

13. Off the top of your head (p. 129)

"Right off the top of his head he listed all the state capitals in alphabetical order."

Meaning: stating something quickly and without thinking hard about it

Origin: In the middle of the 20<sup>th</sup> century, Americans started using this expression.

Thoughts come from your brain, which is in the top of your head. So if you blurt the facts quickly without having to think about them, then you're talking "off the top of your head," as if right out of your brain.

## Idiom Quiz

Match the examples to the idioms in the word bank.

### Word Bank:

Keep your fingers crossed **Hit the books** Get a kick out of something **For the birds**  
**Fly by night** **Famous last words** **Chill out** **Bite your tongue**  
Between a rock and a hard place **Backseat driver** **Ants in your pants**  
**Add fuel to the fire** **Off the top of your head**

1. I got the idea to create a model heart for my anatomy class quickly and without thinking hard about it.  
\_\_\_\_\_
2. I have my final exam tomorrow; I better study really hard so I can pass!  
\_\_\_\_\_
3. That presentation was stupid. Why did we even go?  
\_\_\_\_\_
4. Claire said she wasn't going to study for the exam Friday – she didn't think about this decision enough.  
\_\_\_\_\_
5. Even though you want to tell Wendy her dress is ugly, you shouldn't say anything.  
\_\_\_\_\_
6. I know how to cook a turkey, but Mike always tries to give me instructions and corrections.  
\_\_\_\_\_
7. My mom was already angry with me, and when I forgot to clean up my room and take the trash out, that made her even more angry with me.  
\_\_\_\_\_
8. Shelly needs an B+ on her final exam to pass the class, I am wishing her good luck!  
\_\_\_\_\_

9. Riding roller coasters is such a thrill for Karen.

---

10. The store I bought my laptop from disappeared two days after I made my purchase!

---

11. After my brother yelled at me for breaking his X-Box, I told him to calm down and that I would buy him a new one.

---

12. It's a tough choice between buying a new television or saving my money to buy a new car in the future.

---

13. The Campbell twins never sit still!

---

Answers:

1. Off the top of your head
2. Hit the books
3. For the birds
4. Famous last words
5. Bite your tongue
6. Backseat driver
7. Add fuel to the fire
8. Keep your fingers crossed
9. Get a kick out of something
10. Fly by night
11. Chill out
12. Between a rock and a hard place
13. Ants in your pants

## **Vocabulary**

### **Why teach vocabulary lessons?**

A second language learner client is constantly learning new vocabulary. It is the job of the clinician to make sure to continue to introduce new words to the client to help him or her build vocabulary throughout the semester. It is recommended that the clinician focus on common words and phrases that are important in understanding daily conversation.

When teaching vocabulary, it is possible to combine new vocabulary words with idioms (also known as phrasal verbs) as well as prefixes and suffixes. Clients enjoy having papers to take home with them in order for them to view what they have learned at a later date. If a client is having trouble, it may be a good idea to create a mini dictionary for your client to take home with him or her. The client can also bring this dictionary back and forth to therapy in order to add more words and definitions. However, a great deal of ESL clients are quick learners and may not need this kind of strategy.

### **Resources**

The internet has quizzes that have already been created. Utilizing these quizzes will save some time. Some are PDF files that can be printed while others are interactive quizzes that need a computer to complete. By using the interactive websites, the method of teaching is changed giving the client an opportunity to learn in a different manner.

**Randall's ESL Cyber Listening Lab**

Learning how to use new vocabulary in context is a very important step in improving your communication skills. Each listening activity introduces key vocabulary along with a definition and a sample sentence. Coming up with more sample sentences will help you use the words in different situations. On this worksheet, write some of the new vocabulary you are learning and then write one or two sample sentences that you think you can learn in your daily conversation.

[ Permission is given to copy and distribute this page to teachers, students, and friends. ]

# Family relationships

Match family members to their descriptions. M = Male F = Female



- |                                   |  |
|-----------------------------------|--|
| 1. brother-in-law - sister-in-law | a) your parents' brother and sister                  |
| 2. uncle (M) - aunt (F)           | b) father and mother of the person you marry         |
| 3. cousin (M/F)                   | c) the man you marry; the woman you marry            |
| 4. husband (M) - wife (F)         | d) your uncle and aunt's child                       |
| 5. stepfather - stepmother        | e) the brother and sister of the person you marry    |
| 6. nephew (M) - Niece (F)         | f) your parents' parents                             |
| 7. father-in-law - mother-in-law  | g) if your mother or father remarries you have a ... |
| 8. grandfather - grandmother      | h) your brother and sister's children                |

	A	B	C	D
1	 Cycling	 rollerblading	 Bungee jumping	 Bird watching
2	 Having a picnic	 Horse riding	 hiking	 swimming
3	 Building sandcastles	 fishing	 bowling	 surfing
4	 Sunbathing	 Surfing the internet	 Playing video games	 Go canoeing
5	 Playing chess	 traveling	 Go camping	 Playing the guitar



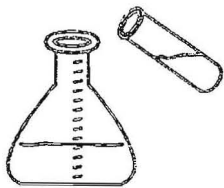
# what do you study at school?



Name: \_\_\_\_\_

*Match the words in the first column to the best available answer in the second column.*

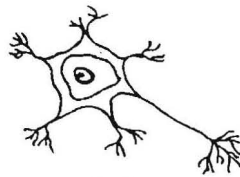
- |                        |   |
|------------------------|---|
| _____ <b>Math</b>      | 1) Learn about Western culture                |
| _____ <b>Chemistry</b> | 2) Learn about plants & animal life           |
| _____ <b>Geography</b> | 3) Learn about the past                       |
| _____ <b>History</b>   | 4) Learn to sing and play musical instruments |
| _____ <b>Biology</b>   | 5) Learn numbers                              |
| _____ <b>English</b>   | 6) Carry out experiments in the lab           |
| _____ <b>Music</b>     | 7) Learn about other countries                |
| _____ <b>Chinese</b>   | 8) Learn about Chinese culture                |



*Chemistry*



*Math*



*Biology*

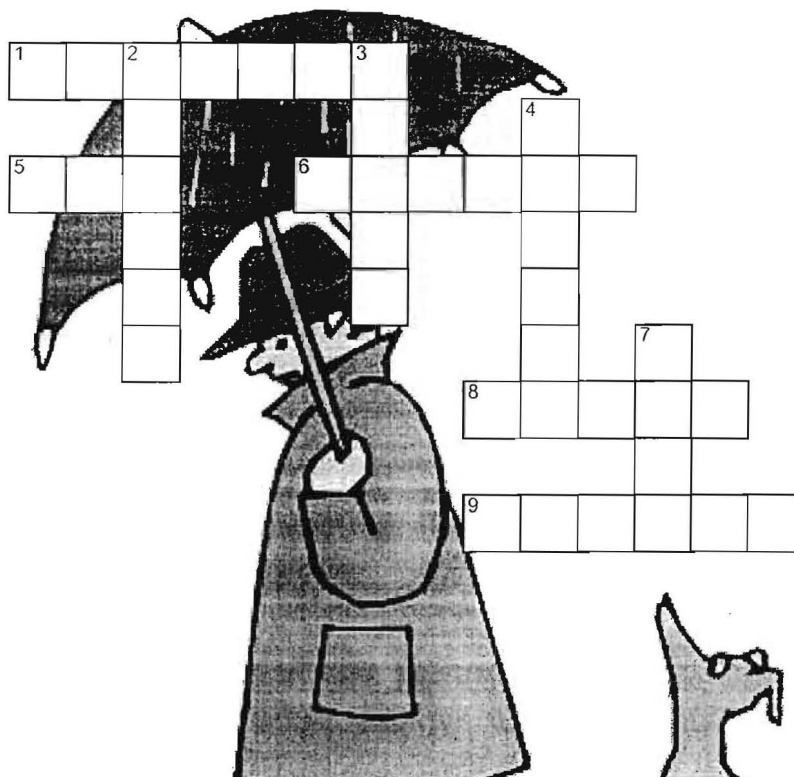


*Geography*



# Weather and Seasons Puzzle

What's the weather like in summer?



SNOWS AUTUMN SWIM SUMMER WINTER RAINS SEASON  
HOT WEATHER

## Across

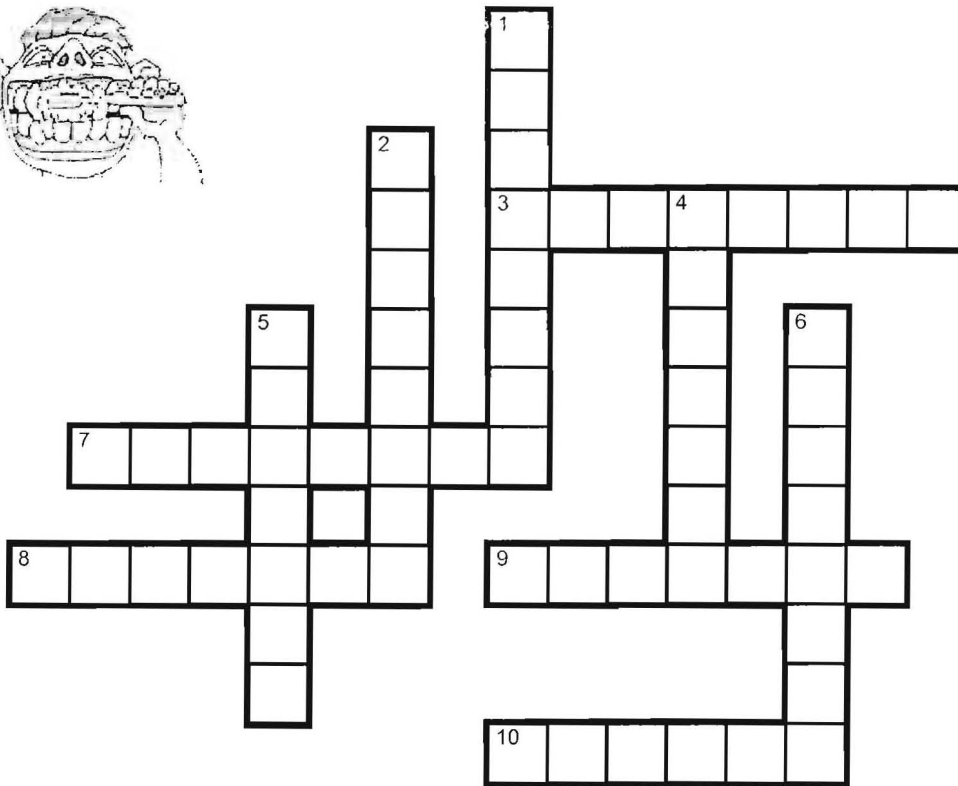
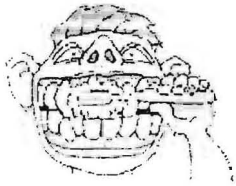
1. What's the \_\_\_\_\_ like in your city?
5. I don't like summer. The weather is too \_\_\_\_\_.
6. We can make a snowman in \_\_\_\_\_.
8. It usually \_\_\_\_\_ in the winter.
9. The weather is usually hot in \_\_\_\_\_.

## Down

2. The weather is usually cool and dry in \_\_\_\_\_.
3. It often \_\_\_\_\_ in spring.
4. What's your favourite \_\_\_\_\_?
7. In summer, we can \_\_\_\_\_ at the beach.

# Action Noun Collocation Crossword

*Fill in the puzzle with the actions that go with the nouns.*



## Word Bank

Cooking, Brushing, Cleaning, Singing, Reading, Washing, Flying,  
Watching, Catching, Watering

## Down

- 1 \_\_\_\_\_ the TV (8)  
2 \_\_\_\_\_ the plants (8)  
4 \_\_\_\_\_ dinner (7)  
5 \_\_\_\_\_ the dishes (7)  
6 \_\_\_\_\_ the house (8)

## Across

- 3 \_\_\_\_\_ a ball (8)  
7 \_\_\_\_\_ my teeth (8)  
8 \_\_\_\_\_ a newspaper (7)  
9 \_\_\_\_\_ a song (7)  
10 \_\_\_\_\_ a kite (6)

# Action Verb Search



1



2

R	Q	L	G	F	G	U	G	I	V	L	K	B	R	D	Q
J	E	E	A	S	N	V	J	N	N	B	L	A	J	J	S
M	R	E	N	N	I	D	N	A	I	E	S	L	T	D	K
G	Q	P	H	A	H	Y	Z	L	H	K	T	L	X	A	L
F	T	Q	N	H	C	R	L	A	U	C	C	I	T	A	W
R	X	E	R	L	T	F	U	H	L	E	C	I	K	Q	O
S	P	G	L	E	A	H	L	E	O	G	A	B	K	N	P
S	E	N	B	C	W	S	A	Y	N	U	G	T	T	E	G
W	G	I	H	Z	Y	N	T	I	I	N	S	E	I	N	K
R	N	D	O	E	I	C	R	N	O	N	U	E	I	N	Q
E	I	I	T	N	D	E	I	S	A	O	G	H	I	G	G
V	N	R	G	E	T	A	P	B	R	L	S	O	T	D	G
K	G	K	N	A	N	E	W	S	P	A	P	E	R	Y	V
F	I	X	W	P	C	X	G	A	W	Q	U	L	L	A	B
N	S	M	S	E	H	S	I	D	L	S	B	C	W	Q	K
C	Z	B	L	K	O	H	R	E	A	D	I	N	G	O	F



4



3

Find the following words in the puzzle



6



5

ball  
bicycle  
cleaning  
dinner  
dishes  
eating

flying  
house  
kicking  
kite  
newspaper  
plants  
reading

riding  
signing  
song  
washing  
watching  
watering

## Word Association Exercise

Action Words (verbs)

Names of things (nouns)



7



8







9



10

# Seasons, weather & clothes

<p>Winter</p> 	<p>Spring</p> 	<p>Summer</p> 	<p>Fall</p> 
<p><u>When is winter?</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><u>When is spring?</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><u>When is summer?</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><u>When is fall?</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><u>What's the weather like in the winter?</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><u>What's the weather like in spring?</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><u>What's the weather like in summer?</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><u>What's the weather like in fall?</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><u>What do you wear in the winter?</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><u>What do you wear in spring?</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><u>What do you wear in summer?</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><u>What do you wear in fall?</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# SAY 2 THINGS ABOUT THE PICTURE

**Start**

1. Wash



2. Eat



Go forward 2 spaces

5.



4. Clean



3. Brush



6. Iron



7.



Start Again

8. Comb



11. Sweep



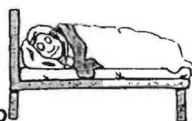
10. Take



9. Cook



12. Sleep



13. Watch



14.



Start Again

**Finish**

Go back 6 spaces

16.



15. Pack



**Where can we do these activities in your country or city?**

**Where can I go scuba diving in \_\_\_\_\_?**

skiing	
Scuba diving	
fishing	
cycling	
Bird watching	
sunbathing	
surfing	
hiking	
Horse riding	
Bungee jumping	

**VOCABULARY | Describing people - Part 1**

*REMEMBER: Several responses might be acceptable - choose the **best** one:*

1. Wow, he's really \_\_\_\_\_! (= attractive)  
a) good-looking    b) hot    c) handsome    d) a, b, or c
  
2. You think \_\_\_\_\_? I don't find him attractive at all.  
a) this    b) so    c) in this way
  
3. I spoke to a woman who \_\_\_\_\_ 40.  
a) was about    b) was around    c) both a + b
  
4. How old is her father? I don't know... He must be \_\_\_\_\_ 50 by now.  
a) close    b) close to    c) closing in
  
5. She's got a very \_\_\_\_\_ = She's very generous  
a) big soul    b) big heart    c) big love
  
6. James is a \_\_\_\_\_ person - He pays attention to insignificant details.  
a) petty    b) petite    c) pet
  
7. Why are you making a \_\_\_\_\_ about this? (= Why are you making this seem so important?)  
a) dealing    b) big deal    c) deal
  
8. He's the kind of person that likes to cause conflict, instead of \_\_\_\_\_ it.  
a) rezoning    b) responding    c) resolving
  
9. Was she offended by the joke you guys played on her? No, she's a \_\_\_\_\_.  
(= someone who can play along with a joke, doesn't get offended)  
a) good gal    b) good joker    c) good sport
  
10. Janine cries every time she watches a romantic comedy. She's \_\_\_\_\_.  
sensitive.  
a) a little too    b) too much    c) a little too much



**VOCABULARY | Going out to a restaurant - Part 1**

*REMEMBER: Several responses might be acceptable - choose the **best** one:*

1. Do you want to \_\_\_\_\_ ( = eat at home) tonight? No, let's go out.  
a) eat in   b) eat on   c) eat away
  
2. \_\_\_\_\_ you lock the door after we leave!  
a) Make secure   b) Make aware   c) Make sure
  
3. I'm not a \_\_\_\_\_ Thai food. Really? I love Thai food!  
a) big supporter of   b) big fan of   c) big fan
  
4. Are you hungry? I'm \_\_\_\_\_! ( = very hungry/famished)  
a) strutting   b) starving   c) striving
  
5. I don't think they accept/take credit cards - We'll have to pay \_\_\_\_\_.  
a) cash   b) with a credit card   c) in cash
  
6. When did you \_\_\_\_\_ a vegetarian? Two months ago.  
a) turn in   b) transform into   c) become
  
7. The \_\_\_\_\_ ( = treatment of customers) at that bistro was awful! We had to ask 4 times for our check! ( = bill)  
a) services   b) serviced   c) service
  
8. There's a new place that just \_\_\_\_\_ on King Street.  
a) revealed   b) opened   c) started
  
9. Oh yeah? You want to \_\_\_\_\_? ( = try it)  
a) check   b) check it out   c) check out
  
10. I \_\_\_\_\_ to go out these days. I'm really broke! ( = I have almost no money)  
a) can't afford   b) can't stand   c) can't bear

**VOCABULARY | Going to work - Part 1**

*REMEMBER: Several responses might be acceptable - choose the **best** one:*

1. I got a \_\_\_\_\_ on my way to work this morning.  
a) punctured tire   b) empty tire   c) flat tire
  
2. Is it OK to say "I caught a flat" instead of the phrase above?  
a) yes   b) no
  
3. I'm \_\_\_\_\_ a little late = I'm a little behind schedule  
a) coming   b) getting   c) running
  
4. I \_\_\_\_\_ my keys in the car again.  
a) shut   b) locked   c) closed
  
5. How was your drive to work? \_\_\_\_\_. ( = nothing much happened)  
a) uneventful   b) eventful   c) wild
  
6. Some people think that listening to loud music while driving can \_\_\_\_\_ accidents.  
a) make   b) promote   c) cause
  
7. Our company \_\_\_\_\_ us to take public transportation to work. Employees who don't require parking get special bonuses.  
a) discourages   b) gives   c) encourages
  
8. Someone parked in my \_\_\_\_\_ today.  
a) spot   b) space   c) both a and b
  
9. I mistakenly parked in a handicapped spot, and my car was \_\_\_\_\_. ( = a tow truck came and took my car)  
a) towed   b) trailed   c) taken
  
10. I always \_\_\_\_\_ the girl at the reception desk. She's cute!  
a) give a greeting to   b) say hi to   c) smile

**VOCABULARY | University life 1**

*REMEMBER: Several responses might be acceptable - choose the **best** one:*

1. Have you paid your \_\_\_\_\_ ( = payment for studying at a university) for this semester? No, I haven't gotten around to that yet.  
a) tuition   b) tutoring   c) cost

2. How's your \_\_\_\_\_ = Do you have a lot of classes?  
a) course package   b) course load   c) course pack

3. I took that class last year. It was a \_\_\_\_\_. ( = very easy)  
a) gust   b) wind   c) breeze

4. I lived in the student residence last year. This year, I moved in to a place \_\_\_\_\_.  
a) of mine   b) of my own   c) of my proper

5. What does GPA stand for?  
a) grade point addition   b) grade percentage average   c) grade point average

6. Which college are you planning to \_\_\_\_\_?  
a) attend   b) ascent   c) atone

7. I applied to go to Yale, but I didn't \_\_\_\_\_. ( = I wasn't accepted)  
a) get it   b) get on   c) get in

8. This is a very \_\_\_\_\_ school. ( = It has a very good reputation)  
a) prevailing   b) prestigious   c) egregious

9. In the context of university life, what is a "student body"?  
a) a student's torso   b) all the students at a university   c) professor

10. Most new college students go to \_\_\_\_\_, which is an information session designed to introduce them to their new university.  
a) orientation   b) show-and-tell   c) segmentation

**VOCABULARY | Basic vocabulary builder 2**

*This exercise will help you practice simple English words. Fill in each blank space with the correct word from the list on the right. Remember – choose the best response:*

window  
plate  
roof  
pillow  
girlfriend  
angry  
hungry  
corner  
driving  
lost

1. Are you \_\_\_\_\_? No, I just ate.
2. She became \_\_\_\_\_ when he said mean things to her.
3. I'm really tired. I've been \_\_\_\_\_ for 8 hours.
4. Is that your sister? No, she's my \_\_\_\_\_.
5. Open the \_\_\_\_\_. It's a beautiful day!
6. Bring another \_\_\_\_\_. My brother is going to be eating with us.
7. Do you know where we are? No, I think we're \_\_\_\_\_.
8. The neighbor's cat often walks on the \_\_\_\_\_ of our house.
9. That \_\_\_\_\_ is very soft. It's perfect for sleeping.
10. Should we put this in the middle of the room? No, put it in the \_\_\_\_\_.

## VOCABULARY | Weekend plans - Part 1

*REMEMBER: Several responses might be acceptable - choose the **best** one:*

1. What are you doing \_\_\_\_\_ ?  
a) this weekend   b) on this weekend   c) in this weekend
  
2. We always go \_\_\_\_\_ for the weekend.  
a) outside of town   b) out of town   c) leave
  
3. My \_\_\_\_\_ ( = my wife's parents) are having a party.  
a) brother-in-law   b) mother-in-law   c) in-laws
  
4. I \_\_\_\_\_ ( = spent time) with my friends.  
a) hanged   b) hung out   c) hung low
  
5. I can't make it this weekend. I've got plans I \_\_\_\_\_. ( = can't cancel)  
a) can't get   b) can't go   c) can't get out of
  
6. We took a long \_\_\_\_\_. ( = trip by car)  
a) road trip   b) road journey   c) road excursion
  
7. We drove \_\_\_\_\_ to New Mexico and back.  
a) whole distance   b) all the way to   c) entire way to
  
8. Disneyland is a huge \_\_\_\_\_.  
a) amusement   b) park   c) amusement park
  
9. I really want to see that new movie \_\_\_\_\_ Anthony Hopkins.  
a) stars   b) with   c) at the theater
  
10. We spent \_\_\_\_\_ money on popcorn and drinks as we did on the movie tickets.  
a) as much   b) so much   c) quite a bit of

## Consonants and Vowels

### Consonants and vowels are equally important.

The good news – basic articulation skills learned in class can be used to teach an international student or second language learner. A key element to the success of the client involves the correct placement of his or her articulators.

### Resources

The best resource for teaching articulation can be found online at the following website: <http://www.uiowa.edu/~acadtech/phonetics/>. The website has a step-by-step instruction list for every sound in the English language. Also present on the website is a video of the movements of all the articulators used to produce each sound and a short audio clip of each sound. This website can also be found by Google-ing “University of Iowa phonetics.”

For example, the website gives the following step-by-step directions in producing the sound /f/:

1. “The inner border of the lower lip contacts the upper teeth to create a constriction.”
2. “The tongue position may vary depending on phonetic context.”
3. “The vocal folds are abducted.”
4. “The velopharyngeal port is closed.”
5. “Air forced through the lower lip/upper teeth constriction creates audible frictional turbulence.”

(The directions on the website include pictures with each step, which are not pictured here.)

The University of Iowa. (2001-2005). Phonetics – The Sound of Spoken Language. Retrieved from <http://www.uiowa.edu/~acadtech/phonetics/#>.

## Short – Word List

1. hit	kit	bit	lick
2. rid	Nick	big	fin
3. win	pin	him	Jim
4. bid	miss	rip	tin
5. hiss	Bill	dim	lid
6. kiss	wig	if	Vin
7. in	nip	pill	fizz
8. big	gig	it	Jill

Vin bit Nick and Jill.

Jim will kiss the big pill.

Ned has a big bed.

Yes, the big bat is in the red bag.

## Short a – Word List

1. man	can	bat	Jack
2. rat	fan	bag	van
3. wag	sack	an	sat
4. cab	cat	pan	nap
5. ham	ax	lap	quack
6. tax	jam	back	at
7. yam	has	pad	Dan
8. sap	lad	mass	fad

Jack has a fat cat.

The bad lad sat in a van.

Dan has an ax on his lap.

He can wag the sack.



## Short a - Rhyming Words

**Rhyming words** have the **same ending sound**.

Words that rhyme with **cat** are:

bat, fat, hat, mat, pat, rat, sat

- - - - -

Read these rhyming words:

<b>ban</b>	<b>sad</b>	<b>map</b>	<b>lack</b>
fan	bad	sap	rack
Jan	dad	cap	tack
tan	mad	zap	sack
man	pad	gap	Jack
ran	fad	rap	quack
can	had	lap	Zack

## Short and Short

Read the pairs of words below.

Listen for the difference between  and .

bad – bed

Bal – bell

sat – set

fad – fed

pan – pen

nack – neck

pal – pell

pat – pet

man – men

mat – met

rad – red

Jan – Jen

yap – yep

peck – pack

beg – bag

hem – ham

Ted – tad

Ken – can

mess – mass

Meg – mag

ten – tan

led – lad

end – and

pep – pap

den – Dan

bet - bat

# Short vowels (a e i o u)

## Word List

1. tan	bit	cup	got
2. hen	jam	kid	luck
3. mud	pin	vet	wag
4. box	yes	rap	nut
5. sin	van	puff	quit
6. keg	cop	yam	fun
7. lick	set	dot	sun
8. tax	loss	wig	wet
9. pug	Matt	fig	Tess
10. get	hop	sack	puck

## Short a - Short e – Short i – Short o

Read the groups of words below.

Listen for the differences between a, e, i, and o.

bad bed bid bod

pock pick peck pack

gat get git got

bog big beg bag

sat set sit sot

Tom Tim tem tam

fad fed fid fod

bot bit bet bat

pan pen pin pon

con kin Ken can

nack neck Nicknock

moss miss mess mass

sap sep sip sop

mog mig Meg mag

pat pet pit pot

pop pip pep pap

tax tex tix tox

lod lid led lad

mat met mitt mot

on in end and

rad red rid rod

Don din den Dan

## Short and Long Vowels Sentences

He can make a hat with coal and foam.

Steve and Pete will not eat red meat.

The dime is mine but the tie is not mine.

Jed cut the cake and ate a big bite.

Meg is cute but she is very rude.

Dale bet Jon that it will rain five weeks.

The black tube is not mine.

I hope the boat will float.

Can you make three cakes and then eat them?

## Phonics – Short Vowel Story

Jan and Ted had a pet cat. The cat is big and it can not swim. Ted and the cat went to swim, but the cat ran back to Jan. Jan was mad, so she hit Ted.

“Don’t hit me,” said Ted. Jan did not let the cat swim.

Jan and Ted had a rat in the yard. “Get rid of it!” said Jan. “The cat will kill the rat,” said Ted, and he let the cat get the big rat. But the cat did not kill the rat. It bit the rat and hit the cat, but then it quit.

“The cat will not kill the rat,” said Ted. “I bet the cat will rest. We will get a new cat.”

Jan got sick, so she took a lot of pills. “I am not well,” she said, and she went to bed. Ted had the cat, so he let her pet the cat. “Thank you,” she said. Jan was sick, but now she can get well, with the cat’s help.

## Reading Practice 2

### “Gabe and Jude”

Gabe and Jude will hike a peak this weekend. Gabe wants to hike, and Jude wants to camp and have a fire, so they will hike to the peak in the day, then camp and have a fire at night.

That day, they rode their bikes to the peak at noon, and they hiked all day. The path was not wide, so Gabe and Jude walked slow. Then, Jude fell.

“Ow!” he yelled.

Jude went to him. “Are you okay?” he asked.

“My leg, my leg! The pain, the pain! Call for help!”

“Oh no,” said Gabe. “Can you walk?”

Jude did not say. He just cried and cried and cried. “I did not want to hike,” cried Jude. “I just want to camp. Why did you make me hike?”

“Don’t be mad,” said Gabe. “Just rest. We can camp here. Do you want to stay here for the night?”

“Okay,” said Jude, and he did not cry.

Gabe made a fire and set up the tent. Soon, Jude ate and smiled. He had less pain in his leg.

“Is your leg okay?” asked Gabe.

“Yes, it is,” said Jude.

“You were in a very bad mood. What a fuss! You did not want to hike, you just wanted to cry and cry.”

“Well, we can hike tomorrow. My leg will not hurt tomorrow. Then we can hike to the peak, or hike back to our bikes.”

Then, the rain came.

“Quick, get in the tent,” said Gabe. “It will rain very hard, I think.”

Jude and Gabe sat in the tent and had a good time. They went to sleep and waited for the next day. Jude hurt his leg and the rain came, but all in all, it was a good day.



## N & NG Sentences

1. The team mascot runs across the field with the banner when the team gets a touchdown.
2. The girl's bangs blew in her eyes when the wind blew in from the open car window.
3. The winged insect stung the dog on the tongue when he drank from his water bowl.
4. The singer was banned from the completion.
5. The carpenter was banging his hammer and hit his hand.
6. The recycle bins held tons of paper to be made into pulp.
7. The fangs and wings on the cartoon creature scared the child.
8. The sinner went to the church where they speak in tongues.
9. When the toddler runs in the living room, she bangs her head on the coffee table.
10. The fans were hoping that their team would be the winning team for homecoming.

1. The ping pong match was held on the lawn in the sun.
2. It is harmful to tan in the sun at noon.
3. When the giraffe showed the boy his long tongue, the boy laughed.
4. The musician was asked to clang the bell when the king arrived.
5. She had not been home long when she saw the ding in her car.
6. The fang on the wolf was long.
7. When the mother rang the bell for dinner, the children were gone.
8. The dog ran to its master when she was stung on the nose by the bee.
9. When the mother heard the screen door bang, she knew her son was gone.
10. The wing on the moth was so thin, you could see through it.

## A TASTE OF THAI BY THE WAY OF ENGLISH

Kris Rugsaken

*Language is speech, not writing.*

*A language is a set of habits.*

*Teach the language, not about the language.*

*A language is what its native speakers say, not what someone thinks he ought to say.*

*Languages are different*

William Moulton

### **I. Phoneme (sounds)**

#### **A. Vowels:**

#### **Thai**

#### **English**

English vowel sounds are flexible as in:

I take it you already know  
Of tough and bough and cough and dough?  
Other may stumble, but not you  
On hiccough, thorough, slough and through.  
Well don't! And now you wish, perhaps,  
To learn of less familiar traps.  
Beware of heard, a dreadful word  
That looks like beard but sounds like bird.  
And dead: it's said like bed, not bead,  
For goodness sake don't call it deed!  
Watch out for meat and great and threat  
(They rhyme with suite and straight and debt.)  
A moth is not a moth as in mother,  
Nor both as in bother, nor broth in brother,  
And here is not a match for there,  
Nor dear and fear, for bear and pear.  
And then there's dose and rose and lose -  
Just look them up - and goose and choose  
And cork and work and card and ward  
And font and front and word and sword  
And do and so, then thwart and cart,  
Come, come! I've hardly made a start.  
A dreadful language? Why man alive!  
I've learned to talk it when I was five.  
And yet to write, the more I tried,  
I hadn't learned it at fifty-five.

-Author Unknown

Thai has 24 vowel symbols for 28 vowel sounds, including diphthongs. The vowel sounds do not change no matter where they occur. Learning reading Thai is, therefore, much more simple than reading English.

## B. Consonants:

Thai	English
<p>1) The following English consonant sounds do not occur in Thai:</p> <p>/g/ (as in) go, gate, game, rug, big</p> <p>/θ/ (as in) think, thin, bath, both</p> <p>/τ/ (as in) that, they, breathe</p> <p>/v/ (as in) van, vent, vine</p> <p>/z/ (as in) zip, zinc, zero</p> <p>/z/ (as in) garage, pleasure</p> <p>/r/ (as in) rug, railroad, raw</p> <p>2) All English consonant sounds occur in the final position of the syllable.</p> <p>3) Many English symbols share the same sounds:</p> <p>/s/ <u>pass</u>, <u>plac</u>e, <u>se</u>at, <u>ce</u>iling</p> <p>/z/ <u>u</u>se, <u>z</u>ip</p> <p>/f/ <u>ph</u>oto, <u>fil</u>m, rou<u>gh</u>, ru<u>ff</u></p> <p>/k/ <u>c</u>at, <u>k</u>id, ra<u>k</u>e, pa<u>ck</u></p> <p>4) Some English consonants represent more than one sound:</p> <p>c = cat, call, cinema, cell</p> <p>s = see, said, sugar, sure</p> <p>g = gage, garage, giant, geography</p> <p>ch = church, chat, choir, chemistry</p>	<p>1) Thai students substitute it with the following sound:</p> <p>/k/</p> <p>/t/ or /s/</p> <p>/d/</p> <p>/f/ or /w/</p> <p>/s/</p> <p>/s/</p> <p>/l/ or /rr/</p> <p>2) Only eight consonant sounds occur in the final position of the syllable: /k/, /d/, /p/, /n/(ng), /n/, /m/, /y/, /w/. Therefore, Thai students may substitute the following sounds:</p> <p>/n/ for /l/ in “bill” and “table”</p> <p>/p/ for /f/ in “tough” and “Jeff”</p> <p>/d/ for /s/ in “class” and “miss”</p> <p>/h/ for /r/ in “car” and “dear”</p> <p>/t/ for /θ/ as in “both” and “soothe”</p> <p>A cluster of consonant sounds is even a greater problem for the Thai, i.e. film, films, disk, disks, cast, lands.</p> <p>3) Only one- when /t/ and /r/ are together, they sound like /s/</p> <p>4) No sir, there’s nothing like that. Thai consonants are monophonic.</p>

## C. Intonation:

### Thai

### English

English intonation is inconsistent to the Thais. Examples: <u>Canada</u> Canadian <u>Indiana</u> Indianapolis <u>Europe</u> European <u>Psychology</u> Psychological	Thai is a tonal language and the tones, which mark the meaning of words, never change.
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## II. Morphemes (word formation)

### A. Singularity/Plurality

#### Thai

#### English

dog -> dogs	bus -> buses	dog -> many dog/ bus -> many bus
man -> men	child -> children	man -> many man/child -> many child
mouse -> mice	louse -> lice	mouse -> many mouse
fish -> fish	deer -> deer	fish -> many fish
(Subject/verb agreement- must agree )		(Always agree-never conflict)

### B. Tenses

#### Thai

#### English

<u>present</u>	<u>past</u>	<u>past perfect</u>	<u>Inflexible verb forms</u>		
go	went	gone	go	go+adv-t(ime)	already go
come	came	come	come	come+adv-t	already come
eat	ate	eaten	eat	eat+adv-t	already eat
bring	brought	brought	bring	bring+adv-t	already bring

### C. Affixes (Prefix/Infix/Suffix)

#### Thai

#### English

Prefix: correct -> <u>in</u> correct	For the most parts, Thai is a monosyllabic language - word with one syllable, except for the loan words from other languages to form a compound noun.
honest -> <u>dis</u> honest	
Infix: nation -> national -> nation <u>al</u> ize	
interest -> interesting -> interest <u>ing</u> ly	
Suffix: man -> man <u>ly</u>	
flame -> flamm <u>able</u>	

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### III. Syntax (word ordering in sentences)

Thai	English
1. <u>Subject</u> <u>Verb</u> <u>Object</u> John            speaks        Japanese.	1. <u>Subject</u> <u>Verb</u> <u>Object</u> John            speak        Japanese
2. <u>Subject</u> <u>Verb</u> <u>Object</u> <u>Adverb</u> Jay            speaks        English      well.	2. <u>Subject</u> <u>Verb</u> <u>Object</u> <u>Adverb</u> Jay            speak        English      well
3. <u>Subject</u> <u>Verb</u> <u>Adjective</u> <u>Object</u> Jeff            has      a      small        dog.	3. <u>Subject</u> <u>Verb</u> <u>Object</u> <u>Adjective</u> Jeff            has        dog        small
4. <u>"Wh" questions</u> Who painted the picture? What did Jimmy say? Where did you find it? When did you talk to him? Why was she upset? How did he react?	4. <u>"Wh" questions</u> Who paint picture? Jimmy say what? You find it where? You talk to him when? She upset why? He react how?
5. <u>Noun Phrase</u> : (notice the difference) A (The) book A black dog Yellow school bus Several thousands of young school kids	5. <u>Noun Phrase</u> : book dog black bus school yellow kids school young several thousand
6. <u>Verb Phrase</u> : .....speak very fast .....is very impressive .....highly appreciated	6. <u>Verb Phrase</u> : ..... speak fast very .....impressive very .....appreciate highly

## Articles

### **Why should you teach your client the rules of using articles?**

Articles may or may not be new to an international client. Some will have studied the English language extensively and have a grasp on how and when to use articles. However, they may need a little refresher. Fortunately for the clinician, there are only three of them to teach – a, an, & the. Hopefully this page will give the clinician the refresher that is needed to help the client understand and use articles correctly. Unfortunately, English grammar rules are not always black and white. While navigating the gray area of English rules, the clinician may have to choose the article that sounds correct as opposed to following any specific rule.

### **A quick review of articles**

There are two types of articles: definite (“the”) and indefinite (“a” and “an”). When using the article “the,” it is referring to a specific subject. For example, “I want the pink balloon.” The individual is requesting a specific balloon. However, if someone were to say, “I want a pink balloon,” he or she is requesting any pink balloon rather than a precise balloon.

When teaching the client to differentiate between “a” and “an,” make sure he or she understands the difference between a vowel and a consonant. “An” is used in front of a vowel and “a” is used before consonants. “A” and “an” are used before nouns that introduce a topic that has not been mentioned. Indefinite articles are also used when referring to a profession.

“The” is used when talking about something that has been mentioned before, geographical locations, bodies of water, and when talking about a famous or important place.

Do not use an article when talking about sports, general nouns, uncountable nouns, and names of countries, continents, cities, states, etc. However, there are a few exceptions to this rule. Someone would not say “the Indiana,” but would say “the United States of America.” If the region/area encompasses many other areas, as the USA includes 50 states, add the word “the.” Also, consider if the person or noun is countable. If it is, it needs an article. For example: coffee

can be countable and uncountable as in referring to “a cup” of coffee or simple stating “I want coffee,” which is a general form of the noun coffee thus making it uncountable.

### **Activities**

An activity that targets self-generated sentences that was successful included the following: article cards with “a,” “an,” and “the” on nine index cards; 3 “a” cards, 3 “an” cards, and 3 “the” cards. After creating these cards, find picture cards with different people and objects on the cards. Once all the cards have been prepared, have the client choose an article card as well as a picture card from a stack. With these two cards, the client should be able to create a sentence using an article in relation to the picture. By turning the stacks upside down, the client will not know which article or picture he or she will choose making the activity a little easier. The client will be focused on the specific cards in his or her hands instead thinking about the next sentence that needs to be created.

There are also plenty of online quizzes that can test a client’s knowledge of articles. A few of them are located in this section as well.

### **Resources**

At the end of this section, there is a printout from the Purdue OWL website. This resource is particularly useful as it breaks down articles into simple steps and explanations. Depending on the style in which the client learns, it may be helpful to give him or her a copy of this to refer to when he or she is not in therapy. The client may find it helpful to review what was worked on during therapy after he or she leaves the session.



Allison Stepp <allison.stepp@gmail.com>

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Archimedes <archimedes@owl.english.purdue.edu>

Thu, Apr 14, 2011 at 12:29 PM

Reply-To: Elizabeth Angeli <eangeli@purdue.edu>

To: Allison Stepp <allison.stepp@gmail.com>

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**Contributors:** Karl Stolley, Allen Brizee, Elizabeth Angeli.

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## Articles: Health Clubs

Choose the best answer to complete the sentence.

1. Are you shopping for \_\_\_\_ health club to join so you can get in shape?
  - a. a
  - b. an
  - c. the
  - d. no article is needed
  
2. Shop wisely! You could end up choosing \_\_\_\_ wrong club and losing more money than pounds.
  - a. a
  - b. an
  - c. the
  - d. no article is needed
  
3. You may find out too late that \_\_\_\_ health clubs aren't for you.
  - a. a
  - b. an
  - c. the
  - d. no article is needed
  
4. \_\_\_\_ San Diego fitness experts recommend thoroughly checking out several health clubs before you join one.
  - a. a
  - b. an
  - c. the
  - d. no article is needed
  
5. First, know what you want and need in \_\_\_\_ fitness facility, and don't pay for what you'll never use.
  - a. a
  - b. an
  - c. the
  - d. no article is needed

6. If you only want exercise classes, \_\_\_\_ exercise studio without weight machines and locker rooms may work for you.

- a. a
- b. an
- c. the
- d. no article is needed

7. If you're looking for \_\_\_\_ place to only do bodybuilding, you'll be happy in a basic gym.

- a. a
- b. an
- c. the
- d. no article is needed

8. You may be in \_\_\_\_ market for a full-service health club; then, make sure it offers lots of activities.

- a. a
- b. an
- c. the
- d. no article is needed

9. Look for a place near your house, and check out \_\_\_\_ exercise instructors and personal trainers.

- a. a
- b. an
- c. the
- d. no article is needed

10. They should be educated in physical education or certified by \_\_\_\_ organization such as the American Council on exercise.

- a. a
- b. an
- c. the
- d. no article is needed

11. Certified instructors have at least some knowledge of anatomy, exercise physiology, injury prevention and \_\_\_\_ cardiopulmonary resuscitation (CPR).

- a. a
- b. an
- c. the
- d. no article is needed

12. You should evaluate \_\_\_\_ equipment and make sure fitness machines are modern and in working order.

- a. a
- b. an
- c. the
- d. no article is needed

13. Try to talk to other members of the club. Find out what they believe are \_\_\_\_ advantages and disadvantages there.

- a. a
- b. an
- c. the
- d. no article is needed

14. Look in \_\_\_\_ locker room, workout room, and shower--everywhere should be clean.

- a. a
- b. an
- c. the
- d. no article is needed

15. \_\_\_\_ locker room sanitation is usually a good indication of how clean other areas are.

- a. a
- b. an
- c. the
- d. no article is needed

16. Finally, before you sign \_\_\_\_ agreement to join, read the contract carefully.

- a. a
- b. an
- c. the
- d. no article is needed

Quiz created by: <http://a4esl.org/q/h/9901/cw-articles.html>

Clinicians: Remove answer key before giving the quiz to your client.

Answers:

1. A 2. C 3. D 4. D 5. A 6. B 7. A 8. C 9. C 10. B 11. D 12. C 13. C 14. C 15. D 16. B

## A, An, The or Nothing

Choose a, an, the, or nothing for each of the blanks below.

1. This is \_\_\_\_ easy question.
2. Please speak \_\_\_\_ little louder.
3. May I have your \_\_\_\_ phone number?
4. I have never seen \_\_\_\_ UFO.
5. May I ask you \_\_\_\_ question?
6. David is \_\_\_\_ best student in our class.
7. What is \_\_\_\_ name of the next station?
8. He has \_\_\_\_ my car today.
9. I went to \_\_\_\_ sea during my summer vacation.
10. Is there \_\_\_\_ public telephone near here?

(Clinician – Cut the answers off of the quiz sheet before giving to your client.)

Answers:

1. an 2. a 3. nothing 4. a 5. a/the 6. the 7. the 8. nothing 9. the 10. a



## Articles Quiz: A, An, The, or Nothing

Fill in the blank with a, an, the, or nothing to best complete the sentence.

1. My neighbor got \_\_\_\_ new television this weekend.
2. My favorite part of \_\_\_\_ trip to the zoo was watching the penguins swim in their tank.
3. Have you seen any \_\_\_\_ good movies lately?
4. I want \_\_\_\_ cheese pizza for dinner tonight.
5. That homework assignment was one of \_\_\_\_ toughest we have ever done.
6. When did you see \_\_\_\_ monkey at Wal-Mart?
7. You can have \_\_\_\_ hotdog or \_\_\_\_ hamburger for lunch.
8. I read \_\_\_\_ awesome book for literature class.
9. Let's take \_\_\_\_ trip to \_\_\_\_ island for spring break.
10. How many \_\_\_\_ classes are you taking right now?

Answers (remove before giving to client):

1. a 2. the 3. nothing 4. a 5. the 6. A 7. a, a 8. an 9. a, an 10. nothing

## Prefixes & Suffixes

This section focuses primarily on suffixes, but there are a few activities where it is necessary to understand prefixes as well. The activities can also be used to help teach vocabulary.

### A quick review

#### What is a prefix?

A prefix can be found at the beginning of a word. It is added to change the meaning of a word. For example, when “un” is add to the beginning of happy, the meaning changes from a positive feeling to one that is negative. (Un- is the Latin word for not.) Other examples include anti-, de-, dis-, etc.

#### What is a suffix?

A suffix is located at the end of a word and alters the meaning of a word as well. For instance, adding –ed to a word makes it past tense, meaning the event happened in the past – cook vs. cooked. Examples include –ed, -ing, -s, -y, etc.

### Activities

In this section, a list of possible prefixes and suffixes present in the English language is included. The client may find it helpful to have a copy of this sheet. However, I would recommend using the internet to find more options as well. Some websites post interactive online games and activities; this may be a nice change of pace during therapy as opposed to using worksheets on a regular basis.

## Building Vocabulary: Prefixes, Roots, and Suffixes

Many studies show the importance of building children's vocabulary. One study has shown that a set of 20 prefixes and 14 roots, and knowing how to use them, will unlock the meaning of over 100,000 words. A similar study showed that a set of 29 prefixes and 25 roots will give the meaning to over 125,000 words. Imagine adding suffixes! Below are lists of prefixes, suffixes, and roots – with their meanings and example words.\* Reviewing these also can help many ELL students to see relationships between and among languages. Many prefixes have a basis in Latin – also the basis for Spanish, French, and Italian – or Greek.

Table 1: 32 Prefixes

Prefix	Meaning	Example words and meanings	
a, ab, abs	away from	<ul style="list-style-type: none"> <li>absent</li> <li>abscond</li> </ul>	<ul style="list-style-type: none"> <li>not to be present, away</li> <li>abscond – to run away</li> </ul>
ad, a, ac, af, ag, an, ar, at, as	to, toward	<ul style="list-style-type: none"> <li>adapt</li> <li>adhere</li> <li>annex</li> <li>attract</li> </ul>	<ul style="list-style-type: none"> <li>to fit into</li> <li>to stick to</li> <li>to add or join</li> <li>to draw near</li> </ul>
anti	against	<ul style="list-style-type: none"> <li>antifreeze</li> <li>antisocial</li> </ul>	<ul style="list-style-type: none"> <li>a substance to prevent freezing</li> <li>refers to someone who's not social</li> </ul>
bi, bis	two	<ul style="list-style-type: none"> <li>bicycle</li> <li>biannual</li> <li>biennial</li> </ul>	<ul style="list-style-type: none"> <li>two wheeled cycle</li> <li>twice each year</li> <li>every two years</li> </ul>
circum, cir	around	<ul style="list-style-type: none"> <li>circumscribe</li> <li>circle</li> </ul>	<ul style="list-style-type: none"> <li>to draw around</li> <li>a figure that goes all around</li> </ul>
com, con, co, col	with, together	<ul style="list-style-type: none"> <li>combine</li> <li>contact</li> <li>collect</li> <li>co-worker</li> </ul>	<ul style="list-style-type: none"> <li>to bring together</li> <li>to touch together</li> <li>to bring together</li> <li>co-worker</li> </ul>
de	away from, down, the opposite of	<ul style="list-style-type: none"> <li>depart</li> <li>decline</li> </ul>	<ul style="list-style-type: none"> <li>to go away from</li> <li>to turn down</li> </ul>
dis, dif, di	apart	<ul style="list-style-type: none"> <li>dislike</li> <li>dishonest</li> <li>distant</li> </ul>	<ul style="list-style-type: none"> <li>not to like</li> <li>not honest</li> <li>away</li> </ul>
epi	upon, on top of	<ul style="list-style-type: none"> <li>epitaph</li> <li>epilogue</li> </ul>	<ul style="list-style-type: none"> <li>writing upon a tombstone</li> <li>speech at the end, on top of the rest</li> </ul>
equ, equi	equal	<ul style="list-style-type: none"> <li>equalize</li> <li>equitable</li> </ul>	<ul style="list-style-type: none"> <li>to make equal</li> <li>fair, equal</li> </ul>
ex, e, ef	out, from	<ul style="list-style-type: none"> <li>exit</li> <li>eject</li> <li>exhale</li> </ul>	<ul style="list-style-type: none"> <li>to go out</li> <li>to throw out</li> <li>to breathe out</li> </ul>
in, il, ir, im, en	in, into	<ul style="list-style-type: none"> <li>inject</li> <li>impose</li> </ul>	<ul style="list-style-type: none"> <li>to put into</li> <li>to force into</li> </ul>
in, il, ig, ir, im	not	<ul style="list-style-type: none"> <li>inactive</li> <li>ignoble</li> <li>irreversible</li> <li>irritate</li> </ul>	<ul style="list-style-type: none"> <li>not active</li> <li>not noble</li> <li>not reversible</li> <li>to put into discomfort</li> </ul>

\* This document revised from Gary Gruber's work on increasing children's test scores: *Dr. Gary Gruber's Essential Guide to Test Taking for Kids, Grades 3, 4, & 5.* (1986); *Dr. Gary Gruber's Essential Guide to Test Taking for Kids, Grades 6, 7, 8, & 9.* (1986); and *Gruber's Complete Preparation for the SAT* (9th Edition, 2001) -- all published by Collins, New York City.

Prefix	Meaning	Example words and meanings	
inter	between, among	<ul style="list-style-type: none"> <li>international</li> <li>interpose</li> </ul>	<ul style="list-style-type: none"> <li>among nations</li> <li>to put between</li> </ul>
mal, male	bad, ill, wrong	<ul style="list-style-type: none"> <li>malpractice</li> <li>malfunction</li> </ul>	<ul style="list-style-type: none"> <li>bad practice</li> <li>fail to function, bad function</li> </ul>
mis	wrong, badly	<ul style="list-style-type: none"> <li>mistreat</li> <li>mistake</li> <li>misplace</li> </ul>	<ul style="list-style-type: none"> <li>to treat badly</li> <li>to get wrong</li> <li>to put in wrong place</li> </ul>
mono	one, alone, single	<ul style="list-style-type: none"> <li>monopoly</li> <li>monotone</li> <li>monologue</li> <li>monosyllable</li> </ul>	<ul style="list-style-type: none"> <li>one ownership</li> <li>one note</li> <li>speech by one person</li> <li>one syllable</li> </ul>
non	not, the reverse of	<ul style="list-style-type: none"> <li>nonsense</li> <li>nonprofit</li> </ul>	<ul style="list-style-type: none"> <li>not making sense</li> <li>not making a profit</li> </ul>
ob	in front, against, in front of, in the way of	<ul style="list-style-type: none"> <li>obstacle</li> <li>obvious</li> <li>obviate</li> </ul>	<ul style="list-style-type: none"> <li>something that stands in the way of</li> <li>right in front of, apparent</li> <li>to do away with, make unnecessary</li> </ul>
omni	everywhere, all	<ul style="list-style-type: none"> <li>omnipresent</li> <li>omnipotent</li> </ul>	<ul style="list-style-type: none"> <li>always present, everywhere</li> <li>all powerful</li> </ul>
per	through	<ul style="list-style-type: none"> <li>pervade</li> <li>perceive</li> </ul>	<ul style="list-style-type: none"> <li>to pass through, to spread through</li> <li>to become aware through sight</li> </ul>
poly	many	<ul style="list-style-type: none"> <li>polysyllable</li> <li>polygon</li> </ul>	<ul style="list-style-type: none"> <li>many syllables</li> <li>figure with many sides</li> </ul>
post	after	<ul style="list-style-type: none"> <li>postpone</li> <li>postmortem</li> </ul>	<ul style="list-style-type: none"> <li>to do after</li> <li>after death</li> </ul>
pre	before, earlier than	<ul style="list-style-type: none"> <li>preview</li> <li>prehistoric</li> <li>preface</li> </ul>	<ul style="list-style-type: none"> <li>a viewing earlier than another</li> <li>before written history</li> <li>a statement before an article or book</li> </ul>
pro	forward, going ahead of, supporting	<ul style="list-style-type: none"> <li>proceed</li> <li>prowar</li> <li>promote</li> </ul>	<ul style="list-style-type: none"> <li>to go forward</li> <li>supporting the war</li> <li>to raise or move forward</li> </ul>
re	again, back	<ul style="list-style-type: none"> <li>retell</li> <li>recall</li> <li>recede</li> </ul>	<ul style="list-style-type: none"> <li>to tell again</li> <li>to call back</li> <li>to go back</li> </ul>
se	apart	<ul style="list-style-type: none"> <li>secede</li> <li>seclude</li> </ul>	<ul style="list-style-type: none"> <li>to withdraw, become apart</li> <li>to stay apart from others</li> </ul>
sub	under, less than	<ul style="list-style-type: none"> <li>submarine</li> <li>subway</li> <li>subliminal</li> </ul>	<ul style="list-style-type: none"> <li>under water</li> <li>a path or way to move under ground</li> <li>below the level of consciousness</li> </ul>
super	over, above, greater	<ul style="list-style-type: none"> <li>superstar</li> <li>superimpose</li> </ul>	<ul style="list-style-type: none"> <li>a star greater than other stars</li> <li>to put over something else</li> </ul>
trans	across	<ul style="list-style-type: none"> <li>transcontinental</li> <li>transverse</li> </ul>	<ul style="list-style-type: none"> <li>across the continent</li> <li>to lie or go across</li> </ul>
un, uni	one	<ul style="list-style-type: none"> <li>unidirectional</li> <li>unanimous</li> <li>unilateral</li> </ul>	<ul style="list-style-type: none"> <li>having one direction</li> <li>sharing one view</li> <li>having one side</li> </ul>
un	not	<ul style="list-style-type: none"> <li>uninterested</li> <li>unhelpful</li> <li>unethical</li> </ul>	<ul style="list-style-type: none"> <li>not interested</li> <li>not helpful</li> <li>not ethical</li> </ul>

Table 2: 27 Roots

Root	Meaning	Example words & meanings	
act, ag	to do, to act	▪ Agent ▪ Activity	▪ One who acts as a representative ▪ Action
apert	open	▪ Aperture	▪ An opening
bas	low	▪ Basement ▪ Basement	▪ Something that is low, at the bottom ▪ A room that is low
cap, capt, cip, cept, ceive	to take, to hold, to seize	▪ Captive ▪ Receive ▪ Capable ▪ Recipient	▪ One who is held ▪ To take ▪ Able to take hold of things ▪ One who takes hold or receives
ced, cede, ceed, cess	to go, to give in	▪ Precede ▪ Access ▪ Proceed	▪ To go before ▪ Means of going to ▪ To go forward
cred, credit	to believe	▪ Credible ▪ Incredible ▪ Credit	▪ Believable ▪ Not believable ▪ Belief, trust
curr, curs, cours	to run	▪ Current ▪ Precursory ▪ Recourse	▪ Now in progress, running ▪ Running (going) before ▪ To run for aid
dic, dict	to say	▪ Dictionary ▪ Indict ▪ Indicate	▪ A book explaining words (sayings) ▪ To say or make an accusation ▪ To point out or say by demonstrating
duc, duct	to lead	▪ Induce ▪ Conduct ▪ Aqueduct	▪ To lead to action ▪ To lead or guide ▪ Pipe that leads water somewhere
equ	equal, even	▪ Equality ▪ Equanimity	▪ Equal in social, political rights ▪ Evenness of mind, tranquility
fac, fact, fic, fect, fy	to make, to do	▪ Facile ▪ Fiction ▪ Factory ▪ Affect	▪ Easy to do ▪ Something that is made up ▪ Place that makes things ▪ To make a change in
fer, ferr	to carry, bring	▪ Defer ▪ Referral	▪ To carry away ▪ Bring a source for help/information
graph	write	▪ Monograph ▪ Graphite	▪ A writing on a particular subject ▪ A form of carbon used for writing
mit, mis	to send	▪ Admit ▪ Missile	▪ To send in ▪ Something sent through the air
par	equal	▪ Parity ▪ Disparate	▪ Equality ▪ No equal, not alike
plic	to fold, to bend, to turn	▪ Complicate ▪ Implicate	▪ To fold (mix) together ▪ To fold in, to involve
pon, pos, posit, pose	to place	▪ Component ▪ Transpose ▪ Compose ▪ Deposit	▪ A part placed together with others ▪ A place across ▪ To put many parts into place ▪ To place for safekeeping
scrib, script	to write	▪ Describe ▪ Transcript ▪ Subscription	▪ To write about or tell about ▪ A written copy ▪ A written signature or document
sequ, secu	to follow	▪ Sequence ▪ Sequel ▪ Consecutive	▪ In following order ▪ A second, following, book ▪ One that follows another
spec, spect, spic	to appear, to look, to see	▪ Specimen ▪ Aspect	▪ An example to look at ▪ One way to see something
sta, stat, sist,	to stand, or make stand	▪ Constant	▪ Standing with

Root	Meaning	Example words & meanings	
stit, sisto		<ul style="list-style-type: none"> <li>Status</li> <li>Stable</li> <li>Desist</li> </ul>	<ul style="list-style-type: none"> <li>Social standing</li> <li>Steady (standing)</li> <li>To stand away from</li> </ul>
tact	to touch	<ul style="list-style-type: none"> <li>Contact</li> <li>Tactile</li> </ul>	<ul style="list-style-type: none"> <li>To touch together</li> <li>To be able to be touched</li> </ul>
ten, tent, tain	to hold	<ul style="list-style-type: none"> <li>Tenable</li> <li>Retentive</li> <li>Maintain</li> </ul>	<ul style="list-style-type: none"> <li>Able to be held, holding</li> <li>Holding</li> <li>To keep or hold up</li> </ul>
tend, tens, tent	to stretch	<ul style="list-style-type: none"> <li>Extend</li> <li>Tension</li> </ul>	<ul style="list-style-type: none"> <li>To stretch or draw out</li> <li>Stretched</li> </ul>
tract	to draw	<ul style="list-style-type: none"> <li>Attract</li> <li>Contract</li> </ul>	<ul style="list-style-type: none"> <li>To draw together</li> <li>An agreement drawn up</li> </ul>
ven, vent	to come	<ul style="list-style-type: none"> <li>Convene</li> <li>Advent</li> </ul>	<ul style="list-style-type: none"> <li>To come together</li> <li>A coming</li> </ul>
ver, vert, vers	to turn	<ul style="list-style-type: none"> <li>Avert</li> <li>Revert</li> <li>Reverse</li> </ul>	<ul style="list-style-type: none"> <li>To turn away</li> <li>To turn back</li> <li>To turn around</li> </ul>

Table 3: 23 Suffixes

Suffix	Meaning	Example words & meanings	
able, ible, ble	able to	<ul style="list-style-type: none"> <li>Edible</li> <li>Salable</li> </ul>	<ul style="list-style-type: none"> <li>Able to be eaten</li> <li>Able to be sold</li> </ul>
acious, cous, al	like, having the quality of	<ul style="list-style-type: none"> <li>Nocturnal</li> <li>Vivacious</li> </ul>	<ul style="list-style-type: none"> <li>Of the night</li> <li>Having the quality of being lively</li> </ul>
ance, ancy	the act of, a state of being	<ul style="list-style-type: none"> <li>Performance</li> <li>Truancy</li> </ul>	<ul style="list-style-type: none"> <li>The act of performing</li> <li>The act of being truant</li> </ul>
ant, ent, er, or	one who	<ul style="list-style-type: none"> <li>Occupant</li> <li>Respondent</li> <li>Teacher</li> <li>Creator</li> </ul>	<ul style="list-style-type: none"> <li>One who occupies</li> <li>One who responds or answers</li> <li>One who teaches</li> <li>One who creates</li> </ul>
ar, ary	connected with, related to	<ul style="list-style-type: none"> <li>Ocular</li> <li>Beneficiary</li> </ul>	<ul style="list-style-type: none"> <li>Related to the eye</li> <li>Connected with one who receives benefits</li> </ul>
ence	quality of, act of	<ul style="list-style-type: none"> <li>Existence</li> </ul>	<ul style="list-style-type: none"> <li>The act of existing or being</li> </ul>
ful	full of	<ul style="list-style-type: none"> <li>Fearful</li> </ul>	<ul style="list-style-type: none"> <li>Full of fear</li> </ul>
ic, ac, il, ile	of, like, pertaining to	<ul style="list-style-type: none"> <li>Cardiac</li> <li>Civil</li> <li>Infantile</li> <li>Acidic</li> </ul>	<ul style="list-style-type: none"> <li>Pertaining to the heart</li> <li>Pertaining to citizens</li> <li>Pertaining to infants</li> <li>Like acid</li> </ul>
ion	the act or condition of	<ul style="list-style-type: none"> <li>Correction</li> </ul>	<ul style="list-style-type: none"> <li>The act of correcting</li> </ul>
ism	the practice of, support of	<ul style="list-style-type: none"> <li>Patriotism</li> </ul>	<ul style="list-style-type: none"> <li>Support of one's country</li> </ul>
ist	one who makes, does	<ul style="list-style-type: none"> <li>Artist</li> </ul>	<ul style="list-style-type: none"> <li>One who creates art</li> </ul>
ity, ty, y	the state of, character of	<ul style="list-style-type: none"> <li>Unity</li> <li>Shifty</li> <li>Showy</li> </ul>	<ul style="list-style-type: none"> <li>The state of being one</li> <li>State of shifting around</li> <li>State of always showing oneself</li> </ul>
ive	having the nature of	<ul style="list-style-type: none"> <li>Active</li> </ul>	<ul style="list-style-type: none"> <li>Having the nature of acting or moving</li> </ul>
less	lacking, without	<ul style="list-style-type: none"> <li>Heartless</li> </ul>	<ul style="list-style-type: none"> <li>Without a heart</li> </ul>
logy	the study of	<ul style="list-style-type: none"> <li>Biology</li> </ul>	<ul style="list-style-type: none"> <li>The study of life processes</li> </ul>
ment	the act of, the state of	<ul style="list-style-type: none"> <li>Retirement</li> </ul>	<ul style="list-style-type: none"> <li>State of being retired</li> </ul>
ness	the quality of	<ul style="list-style-type: none"> <li>Eagerness</li> </ul>	<ul style="list-style-type: none"> <li>The quality of being eager</li> </ul>
ory	having the nature of, a place or thing for	<ul style="list-style-type: none"> <li>Laboratory</li> </ul>	<ul style="list-style-type: none"> <li>A place where work is done</li> </ul>

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Suffix	Meaning	Example words & meanings	
ous, ose	full of, having	<ul style="list-style-type: none"> <li>▪ Dangerous</li> <li>▪ Verbose</li> </ul>	<ul style="list-style-type: none"> <li>▪ Full of danger</li> <li>▪ Full of words, or wordy</li> </ul>
ship	the art or skill of, the ability to	<ul style="list-style-type: none"> <li>▪ Leadership</li> </ul>	<ul style="list-style-type: none"> <li>▪ The ability to lead</li> </ul>
some	full of, like	<ul style="list-style-type: none"> <li>▪ Troublesome</li> </ul>	<ul style="list-style-type: none"> <li>▪ Full of trouble</li> </ul>
tude	the state of quality of, the ability to	<ul style="list-style-type: none"> <li>▪ Aptitude</li> </ul>	<ul style="list-style-type: none"> <li>▪ The ability to do</li> </ul>
y	Full of, somewhat, somewhat like	<ul style="list-style-type: none"> <li>▪ Musty</li> <li>▪ Chilly</li> <li>▪ Willowy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Having a stale oror</li> <li>▪ Somewhat cold</li> <li>▪ Like a willow</li> </ul>

Table 4: Taking words apart

Word	Prefix	Root	Suffix	Meaning
Concurrence	con: with	curr: run	ence: act of	Act of running with, happening at same time
Exaggerate	ex: out	ag: to do, act	—	To act out
Irreversible	ir: not re: again	vers: turning	ible: able to	Not able to turn back
Malediction	male: bad	dict: to say	—	To say bad things, a negative statement
Precursor	pre: before	curs: to run	or: one who	Something that comes before
Unity	uni: one	—	ty: state of	State of being one, a single thing or being
Untenable	un: not	ten: holding	able: able to	Not able to hold on

# Skillswise factsheet

Rw/L1.3

## What is a suffix?

A suffix is a word ending. It is a group of letters you can add to the **end** of a root word\*  
**e.g.** walking, helpful

\*A root word stands on its own as a word, but you can make new words from it by adding beginnings (prefixes) and endings (suffixes).

For example, '**comfort**' is a root word. By adding the prefix 'dis' and the suffix 'able' you can make new words such as '**discomfort**' and '**comfortable**'.

Adding suffixes to words can change or add to their meaning, but most importantly they show how a word will be used in a sentence and what part of speech (**e.g.** noun, verb, adjective) the word belongs to.

**e.g.** If you want to use the root word 'talk' in the following sentence:

*I was (talk) to Samina.*

You need to add the suffix '**ing**' so that the word 'talk' makes better sense grammatically:

*"I was **talki**ng to Samina".*

There are various suffixes we use. Probably the most common are 'ed' and 'ing'.  
Here are some other suffixes and examples.

Suffix	Example		Suffix	Example
ed	walk + ed = walked		ness	happy + ness = happiness
ing	say + ing = saying		al	accident + al = accidental
er	tall + er = taller		ary	imagine + ary = imaginary
tion	educate + tion = education		able	accept + able = acceptable
sion	divide + sion = division		ly	love + ly = lovely
cian	music + cian = musician		ment	excite + ment = excitement
fully	hope + fully = hopefully		ful	help + ful + help <b>ful</b>
est	large + est = largest		y	ease + y = easy



**NB:** Adding a suffix to some root words will change the spelling of the new word. There are some spelling rules to help you learn why and when this happens. For more information see factsheets 2 and 3 on suffix spelling rules.

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# Skillswise factsheet

Rw/L1.3

## Suffix spelling rules - double letters

Usually when you add a suffix to a root word the spelling of both stays the same:

**e.g.** care + ful = careful

But there are several important groups of words where the spelling of the root word **changes** when you add a suffix.

Sometimes the spelling changes because of the '**Doubling**' rules.

As always, there are exceptions to these 4 rules, but they are a good starting guide:

1] For most short (one syllable) words that end in a single consonant (anything but 'a', 'e', 'i', 'o', 'u') you need to double the last letter when you add a suffix:

**e.g.** run + ing = running

sun + y = sunny

If the word ends with more than one consonant, you *don't* double the last letter:

**e.g.** pump + ed = pumped

sing + ing = singing

2] For most longer (more than one syllable) words that end in 'l' you need to double the 'l' when you add the suffix:

**e.g.** travel + ing = travelling

cancel + ed = cancelled

3] For most longer (more than one syllable) words that have the stress on the last syllable when you say them AND end in a single consonant (anything but 'a', 'e', 'i', 'o', 'u') you need to double the last letter:

**e.g.** begin + er = beginner

prefer + ing = preferring

If the word has more than one syllable and ends in a single consonant, but the stress isn't on the last syllable, then you *don't* need to double the last letter before adding a suffix:

**e.g.** offer + ing = offering

benefit + ed = benefited

4] If you have a word ending in a consonant and a suffix starting in a consonant, you don't need to double the last letter of the word:

**e.g.** enrol + ment = enrolment

commit + ment = commitment

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Rw/L1.3

## More suffix spelling rules

### 'y' to 'i' rule

**When you add a suffix to a word which ends in a consonant followed by a 'y', change the 'y' to 'i'.**

**e.g.** The word 'happy' ends in 'py'.

When you add the suffix 'ness', change the 'y' to 'i' to make the word happiness:  
happy + ness = happiness.

### **Exceptions to the rule.**

If you are adding the suffix 'ing' to a word ending in 'y', keep the 'y'.

**e.g.** The word 'copy' ends in 'py'.

When you add 'ing' the 'y' doesn't change to an 'i' because you would have 2 'i's together: copy + ing = copying.

### Silent 'e' rule

**When you add a 'y' or a suffix which starts with a vowel (a,e,i,o,u) to a word which ends in a silent 'e', drop the silent 'e'.**

Silent 'e' words are ones that end with a consonant and have an 'e' at the end, such as hope, like, love. If you say the word to yourself you don't really hear the 'e' at the end.

**e.g.** The word 'noise' ends in a silent 'e'.

When you add the suffix 'y', the 'e' is dropped to make the word, noisy:  
noise + y = noisy.

The word 'like' ends in a silent 'e'.

When you add the suffix 'ing', the 'e' is dropped to make the word, liking:  
like + ing = liking.

**Exceptions to the rule.** If a word ends in 'ce', or 'ge', keep the 'e' if you add a suffix beginning with either an 'a', or an 'o'. (This is done to keep the 'c' or 'g' sounding soft.)

**e.g.** The word 'peace' ends in 'ce'.

When you add on the suffix 'able' the silent 'e' is kept to make the word, peaceable:  
peace + able = peaceable

**NB:** All these rules also apply to words which have a prefix before the root word.  
For example if you add the suffix 'ness' to the root word 'unhappy' you would still change the 'y' to 'i': un + happy + ness = unhappiness

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Rw/L1.3

## Verbs, nouns and professions

Adding a suffix to a word can change the job that word does.

There are several forms of the **'shun' sound** which are all suffixes that can change root words from nouns to verbs, or give you important clues about what the word is doing.

### From verbs to nouns...

#### 1] Adding '-tion'

Adding 'tion' to a root word can change the word from a verb (action word) to a noun (name of person, place or thing):

**e.g.** inject (verb) + tion = injection (noun)

instruct (verb) + tion = instruction (noun)

Sometimes the spelling changes slightly between the verb and the noun. The important thing is that you can see that the verb and noun are related in meaning.

**e.g.** relax (verb) + tion = relaxation (noun)

describe (verb) + tion = description (noun)

Use this when:

- there is a consonant before the 'tion' sound (normally the root word ends in 't')

N.B. if the root word ends in 't', you drop the final 't' before adding the suffix.

- the root word ends with a long vowel or a short 'i'

#### 3] Adding '-sion'

Adding 'sion' to a root word can also change the word from a verb (action word) to a noun (name of person, place or thing). Note again that the spelling often changes slightly. The important thing is that you can see that the verb and noun are related in meaning:

**e.g.** confuse (verb) + sion = confusion (noun)

explode (verb) + sion = explosion (noun)

discuss (verb) + sion = discussion (noun)

Use this when:

- the root word ends in 'nd' (extend - extension), 'vert' (convert - conversion), 'de' (decide - decision), or 'mit' (admit - admission).

### Professions

## Most Common Prefixes

Prefix	Meaning	Key Word
<b>anti-</b>	against	antifreeze
<b>de-</b>	opposite	defrost
<b>dis-*</b>	not, opposite of	disagree
<b>en-, em-</b>	cause to	encode, embrace
<b>fore-</b>	before	forecast
<b>in-, im-</b>	in	infield
<b>in-, im-, il-, ir-*</b>	not	injustice, impossible
<b>inter-</b>	between	interact
<b>mid-</b>	middle	midway
<b>mis-</b>	wrongly	misfire
<b>non-</b>	not	nonsense
<b>over-</b>	over	overlook
<b>pre-</b>	before	prefix
<b>re-*</b>	again	return
<b>semi-</b>	half	semicircle
<b>sub-</b>	under	submarine
<b>super-</b>	above	superstar
<b>trans-</b>	across	transport
<b>un-*</b>	not	unfriendly
<b>under-</b>	under	undersea

\*Most frequent. The four most frequent prefixes account for 97 percent of prefixed words in printed school English.

# Skillswise factsheet

Ww/L1.1

## What is a prefix?

A prefix is a group of letters which you can add to the **beginning** of a root word\* to change the meaning of the word. e.g. **mis** + fortune = **misfortune**

\*A root word stands on its own as a word but you can make new words from it by adding beginnings (prefixes) and endings (suffixes).

For example, '**comfort**' is a root word. By adding the prefix 'dis' and the suffix 'able' you can make new words such as '**discomfort**' and '**comfortable**'.

### Prefix meanings:

Every prefix has a meaning, for example:

The prefix '**un**' means 'not'

The root word '**clear**' means 'bright', 'free from difficulty'

**un** + **clear** = **unclear** which means 'not clear' or 'dim', 'difficult to see or understand'

There are no rules to help you remember which prefix you should use, although knowing the meaning of the prefix can help.

Here are some examples of prefixes and their meanings...

Prefix	Meaning
<b>mis</b>	means 'wrong' or 'badly' e.g. ' <b>misspelled</b> ' or <b>misspelt</b> means 'wrongly spelled'
<b>sub</b>	means under e.g. ' <b>subway</b> ' means 'a way under the ground'
<b>pre</b>	means 'before in time', 'in front of' or 'superior' e.g. ' <b>prepacked</b> ' means 'packed before'
<b>un</b>	means not (there are also several other prefixes which mean not) e.g. ' <b>unhurt</b> ' means 'not hurt'

If you are uncertain whether the prefix you have used is correct, check the word in a dictionary when you proof-read your writing.

For more prefixes and their meanings take a look at factsheets 3 and 4 in this section.



# Skillswise factsheet

Ww/L1.1

## Adding prefixes to root words

1. Generally when you add a prefix to a root word\* the spelling of the prefix and the root words stays the same.

\*A root word stands on its own as a word but you can make new words from it by adding beginnings (prefixes) and endings (suffixes).

Prefix	+	Root word	=	Word
un	+	kind	=	<b>unkind</b>
im	+	mature	=	<b>immature</b>
bi	+	cycle	=	<b>bicycle</b>
mis	+	fire	=	<b>misfire</b>
in	+	visible	=	<b>invisible</b>

### Exceptions

When you add a prefix to a root word the spelling of both usually stays the same, although when the prefix 'all' is added to a root word the final 'l' of 'all' is dropped.

**all** + together = **altogether**

**all** + ways = **always**

2. With some root words more than one type of prefix may be added to give the word different meanings.

Prefix	+	Root word	=	Word
dis	+	appear	=	<b>disappear</b> - means to no longer appear, or cease to appear
re	+	appear	=	<b>reappear</b> - means to appear again

3. Sometimes you can add more than one prefix to a word at the same time.

Prefix	+	Prefix	+	Root word	=	Word
re	+	dis	+	cover	=	<b>rediscover</b>

## Most Common Suffixes

Suffix	Meaning	Key Word
<b>-able, -ible</b>	can be done	comfortable
<b>-al, -ial</b>	having characteristics of	personal
<b>-ed*</b>	past-tense verbs	hopped
<b>-en</b>	made of	wooden
<b>-er</b>	comparative	higher
<b>-er,</b>	one who	worker, actor
<b>-est</b>	comparative	biggest
<b>-ful</b>	full of	careful
<b>-ic</b>	having characteristics of	linguistic
<b>-ing*</b>	verb form/ present participle	running
<b>-ion, -tion, -ation, ition</b>	act, process	occasion, attraction
<b>-ity, -ty</b>	state of	infinity
<b>-ive, -ative, -itive</b>	adjective form of a noun	plaintive
<b>-less</b>	without	fearless
<b>-ly*</b>	characteristic of	quickly
<b>-ment</b>	action or process	enjoyment
<b>-ness</b>	state of, condition of	kindness
<b>-ous, -eous, -ious</b>	possessing the qualities of	joyous
<b>-s, -es*</b>	more than one	books, boxes
<b>-y</b>	characterized by	happy

\*Most frequent. The four most frequent suffixes account for 97 percent of suffixed words in printed school English.

# Skillswise factsheet

Ww/L1.1

## Prefixes meaning 'not'

There are several prefixes which reverse the meaning of a word. An easier way to remember them is if you think of them to essentially mean 'not'.

Prefix	Meaning
<b>un</b>	means not <i>e.g. 'unhurt' means 'not hurt'</i>
<b>im</b>	means not <i>e.g. 'impolite' means 'not polite'</i>
<b>il</b>	means not <i>e.g. 'illegal' means 'not legal'</i>
<b>in</b>	means not <i>e.g. 'informal' means 'not formal'</i>
<b>ir</b>	means not <i>e.g. 'irregular' means 'not regular'</i>
<b>dis *</b>	one of the meanings of this prefix is also 'not' <i>e.g. 'disagree' means 'not agree'</i>

\* For the other meanings of the prefix 'dis' see factsheet 4.

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Ww/L1.1

## Other prefixes

Here are some other examples of common prefixes for you to learn.

Prefix	Meaning
<b>dis</b>	means away, apart, between, utterly (when used with a negative word) and not. <i>e.g. 'disarm' means to remove or take weapons away</i>
<b>mis</b>	means 'wrong' or 'badly' <i>e.g. 'misfortune' is when you are not lucky and things go wrong or badly</i>
<b>under</b>	means 'below' or 'beneath' <i>e.g. 'underground' means below or beneath the ground</i>
<b>over</b>	means upper, outer, over, superior or excessive <i>e.g. 'overweight' means too heavy or fat</i>
<b>re</b>	means again <i>e.g. 'replay' means to play something again</i>
<b>trans</b>	means across or through <i>e.g. 'transatlantic' means across the Atlantic ocean</i>
<b>inter</b>	means among, between or together <i>e.g. 'intermission' is the short period of time between the parts in a performance or a film</i>
<b>super</b>	means in excess, beyond <i>e.g. 'supersonic' means faster or beyond the speed of sound</i>
<b>anti</b>	means against, in opposition to <i>e.g. 'anticlockwise' is opposite to the direction that the hands of a clock move in</i>
<b>ante</b>	means before <i>e.g. 'antenatal' means before giving birth</i>
<b>post</b>	means after <i>e.g. 'postpone' means to put something off until later, or after it was originally planned</i>

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# Prefixes Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

- Add a prefix to each of the following words to make new words. If you get stuck on one, move onto the next one and then go back to it.

## Prefixes you might need

un-	dis-	re-	mis-	de-	im-	in-	il-	non-	anti-	pre-
-----	------	-----	------	-----	-----	-----	-----	------	-------	------

_____clockwise	_____behave	_____sense
_____possible	_____place	_____fix
_____happy	_____lucky	_____legal
_____code	_____visible	_____connect
_____fiction	_____mind	_____appear
_____view	_____prove	_____able
_____play	_____frost	_____wind
_____obey	_____cover	_____honest
_____healthy	_____sent	_____chief
_____serve	_____historic	_____fair

# The Suffix -y Practice Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

- Change the following nouns and verbs to adjectives using the suffix -y.

Words that end with -e, take off the -e before adding -y.

grease	laze	haze	bone	smoke

Words that end with a short vowel and a consonant, double the final consonant before adding -y. (except words which end with -x)

fun	run	fat	sun	nut

Most other words, just add -y.

wind	crisp	mess	dirt	thirst

Now try these!

slime	flop	snow	cheese	flab
rain	fuss	water	stone	dust
sleep	craze	sag	bead	scare
greed	skin	star	snap	sparkle
shine	trick	noise	wax	chat

# Adding -ed Practice Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

- Add the suffix -ed to the following words and write the new word underneath.

Words that end with -e, just add -d.

chase	dive	graze	doze	include

Words that end with -y, change the 'y' to an 'i' and then add -ed.

cry	try	copy	tidy	bury

Words that end with a short vowel and a consonant, double the final consonant before adding -ed. (except words which end with c or x)

trip	stop	slam	jog	chat

Most other words, just add -ed.

jump	push	lift	follow	pack

Now try these!

sneeze	pull	watch	clap	carry
listen	drip	play	grab	hate
slip	scratch	joke	hurry	kick



# Adding -er Practice Sheet (Adjectives)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

- Add the suffix -er to the following words and write the new word underneath.

Words that end with -e, just add -r.

rude	brave	wide	late	close

Words that end with -y, change the 'y' to an 'i' and then add -er.

happy	easy	pretty	windy	shiny

Words that end with a short vowel and a consonant, double the final consonant before adding -er. (except words which end with c or x)

wet	hot	fit	thin	sad

Most other words, just add -er.

kind	short	dark	tall	warm

Now try these!

dirty	small	lazy	wise	near
fat	cute	high	red	messy
old	sunny	fine	strong	mad



# Adding -est Practice Sheet (Adjectives)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

- Add the suffix -est to the following words and write the new word underneath.

Words that end with -e, just add -st.

fine	ripe	close	cute	wise

Words that end with -y, change the 'y' to an 'i' and then add -est.

smelly	silly	rainy	tasty	tiny

Words that end with a short vowel and a consonant, double the final consonant before adding -est. (except words which end with c or x)

mad	dim	smug	flat	glad

Most other words, just add -est.

smart	young	quiet	long	sharp

Now try these!

empty	grim	sly	slow	great
brave	drab	lame	huge	spooky
strict	nice	sleepy	tame	crazy



## Spelling: Prefixes worksheet 1

- i** Only 1 out of the 3 prefixes next to a root word is right for that word. Choose which one you think is correct and write the new word in the space provided, as in the example.

Prefixes	Root word	Correct word
un / dis / sub	pick	unpick
de / im / un	fraud	_____
il / in / re	legal	_____
mis / trans / un	even	_____
anti / re / in	play	_____
in / dis / un	certain	_____
un / in / mis	fortune	_____
il / un / in	direct	_____
de / pre / mis	behave	_____
re / mis / im	possible	_____
il / un / in	wrap	_____
ir / im / in	regular	_____
dis / de / re	name	_____
inter / mis / un	view	_____
un / in / dis	afraid	_____
in / il / im	moral	_____
de / dis / re	view	_____
il / un / im	equal	_____
un / dis / re	honest	_____
de / mis / un	use	_____



# Spelling: Prefixes worksheet 1 - answers

**i** Check to see if you picked the right prefix for each of the root words.

Prefixes	Root word	Correct word
un / dis / sub	pick	<u>unpick</u>
de / im / un	fraud	<u>defraud</u>
il / in / re	legal	<u>illegal</u>
mis / trans / un	even	<u>uneven</u>
anti / re / in	play	<u>replay</u>
in / dis / un	certain	<u>uncertain</u>
un / in / mis	fortune	<u>misfortune</u>
il / un / in	direct	<u>indirect</u>
de / pre / mis	behave	<u>misbehave</u>
re / mis / im	possible	<u>impossible</u>
il / un / in	wrap	<u>unwrap</u>
ir / im / in	regular	<u>irregular</u>
dis / de / re	name	<u>rename</u>
inter / mis / un	view	<u>interview</u>
un / in / dis	afraid	<u>unafraid</u>
in / il / im	moral	<u>immoral</u>
de / dis / re	view	<u>review</u>
il / un / im	equal	<u>unequal</u>
un / dis / re	honest	<u>dishonest</u>
de / mis / un	use	<u>misuse</u>

Take away the prefix from each of the root words.  
Write the root word in the space provided, as in the example.

tidy



## Spelling: Prefixes worksheet 2 - answers

**i** Check to see if you found the correct root words.

### Prefix + root word

untidy  
indecent  
immature  
misprint  
underarm  
reappear  
transplant  
intercity  
unusual  
immobile  
inaccurate  
unimportant  
supermarket  
antifreeze  
prejudge  
decrease  
submerge  
triangle  
misspent  
dissatisfy

### Root word

tidy  
decent  
mature  
print  
arm  
appear  
plant  
city  
usual  
mobile  
accurate  
important  
market  
freeze  
judge  
crease  
merge  
angle  
spent  
satisfy



## Spelling: Suffixes worksheet 1

- i** Only 1 out of the 3 suffixes next to a root word is right for that word. Choose the one you think is correct and write the new word in the space provided. Don't forget the suffix spelling rules.

Root word	Suffixes	Correct word
origin	al / ly / ary	<u>original</u>
music	sion / cian / tion	_____
noise	y / ly / ary	_____
happy	ness / less / ful	_____
beauty	ful / est / ly	_____
like	ed / er / ful	_____
manage	ment / ible / al	_____
friend	y / ly / ary	_____
comfort	able / ible / ly	_____
freeze	ing / less / est	_____
excite	ment / fully / ful	_____
love	y / ary / ly	_____
run	ing / ible / ly	_____
accident	al / ary / ed	_____
caution	ary / able / ness	_____
subtract	sion / tion / cian	_____
divide	cian / sion / tion	_____
walk	est / ed / ly	_____
wonder	ful / ness / ible	_____
clean	ary / est / y	_____



## Spelling: Suffixes worksheet 1 - answers

**i** Check to see if you picked the right suffix for each of the root words.

### Root word

origin  
music  
noise  
happy  
beauty  
like  
manage  
friend  
comfort  
freeze  
excite  
love  
run  
accident  
caution  
subtract  
divide  
walk  
wonder  
clean

### Suffixes

al / ly / ary  
sion / cian / tion  
y / ly / ary  
ness / less / ful  
ful / est / ly  
ed / er / ful  
ment / ible / al  
y / ly / ary  
able / ible / ly  
ing / less / est  
ment / fully / ful  
y / ary / ly  
ing / ible / ly  
al / ary / ed  
ary / able / ness  
sion / tion / cian  
cian / sion / tion  
est / ed / ly  
ful / ness / ible  
ary / est / y

### Correct word

original  
musician  
noisy  
happiness  
beautiful  
liked  
management  
friendly  
comfortable  
freezing  
excitement  
lovely  
running  
accidental  
cautionary  
subtraction  
division  
walked  
wonderful  
cleanest





## Spelling: Suffixes worksheet 2

- Take away the suffix from each of the root words.  
 Write the correctly spelt root word in the space provided.  
 Don't forget the suffix spelling rules.

### Root word + suffix

biggest  
 friendship  
 quietly  
 sadness  
 colourful  
 hoping  
 secondary  
 collision  
 employment  
 funny  
 professional  
 imaginary  
 helpless  
 confusing  
 carefully  
 magician  
 decision  
 recognisable  
 thinner  
 lovely

### Root word

big





## Spelling: Suffixes worksheet 2 - answers

**i** Check to see if you found and spelt the root words correctly.

### Root word + suffix

biggest  
friendship  
quietly  
sadness  
colourful  
hoping  
secondary  
collision  
employment  
funny  
professional  
imaginary  
helpless  
confusing  
carefully  
magician  
decision  
recognisable  
thinner  
lovely

### Root word

big  
friend  
quiet  
sad  
colour  
hope  
second  
collide  
employ  
fun  
profession  
imagine  
help  
confuse  
care  
magic  
decide  
recognise  
thin  
love

## Accent Reduction Clinician Evaluation

Clinician \_\_\_\_\_

1. Overall, how would you rate your clinician on a scale of 1 – 5?

CIRCLE ONE (1 = poor; 5 = excellent).

1                      2                      3                      4                      5

2. How would you rate your clinician's knowledge of the material he or she taught you?

CIRCLE ONE (1 = poor; 5 = excellent).

1                      2                      3                      4                      5

3. What lesson was most helpful to you throughout the semester?

4. What lesson was least helpful to you throughout the semester?

5. What was your favorite part of speech therapy? Explain.

6. What was your least favorite part about speech therapy? Explain

7. What would you have liked to see that wasn't covered?

8. Would you recommend speech therapy services with your clinician to fellow international students? Why or why not?

9. Please include any additional comments.

## Navigating Muncie

THIS RESOURCE PAGE DOES NOT CONTAIN ALL AVAILABLE LOCATIONS THAT FIT UNDER EACH CATEGORY. HAVE FUN AND EXPLORE WHAT MUNCIE HAS TO OFFER! 😊

### Grocery Stores Near BSU Campus

- Mainstreet Market/Marsh  
1500 West McGalliard Road, Muncie  
(765) 751-1506
- Wal-Mart  
1501 East 29th Street, Muncie  
(765) 282-7467
- Aldi  
3221 South Madison Street, Muncie
- Meijer  
6260 W. McGalliard Rd. (SR332), Muncie  
(765) 281-7800

### Shopping

- Muncie Mall  
3501 N. Granville Ave., Muncie  
(765) 282-1276  
[www.simon.com](http://www.simon.com)

### Hospital

- Ball Memorial Hospital/IU Health  
2401 West University Avenue  
Muncie, IN 47303-3499  
(765) 747-3111

### Car Dealerships

- Toyota of Muncie  
3311 North Nebo Road, Muncie  
(765) 289-0201

- Victory Honda of Muncie  
4901 West McGalliard Road, Muncie  
(765) 282-5955
- Stoops Automotive Group  
4055 West Clara Lane, Muncie  
(765) 288-1903
- Muncie Nissan  
501 West McGalliard Road, Muncie  
(765) 284-1100
- Gaddis Hyundai of Muncie  
504 West McGalliard Road, Muncie  
(765) 287-8970

#### Restaurants

- Thai Smile  
2401 North Tillotson Avenue, Muncie  
(765) 289-8989
- Amazing Joes  
909 North Wheeling Avenue, Muncie  
(765) 288-9470
- Blue Bottle Coffee Shop  
206 South Walnut Street, Muncie  
(765) 284-3630
- Jimmy Johns (They deliver)  
506 North Martin Street, Muncie  
(765) 751-0000
- The Herot  
219 South Walnut Street, Muncie
- Applebee's Neighborhood Grill  
1423 West McGalliard Road, Muncie  
(765) 284-7008
- Greek's Pizzeria

## Resources and Suggestions

The following websites were found using the phrases listed after each “Google Search.” In most cases, there are more sites available than what you see below. This is only a list to get you started and to help you realize you will be able to find resources.

Relax. You’re going to do great. 😊

This is website is awesome for all things ESL:

- <http://a4esl.org/>

This website contains quizzes that are grouped together by category and level of difficulty (easy, medium, and difficult).

### Idioms

Google Search: “idioms”

- <http://www.usingenglish.com/reference/idioms/>
- <http://idioms.thefreedictionary.com/>
- <http://www.idiomsite.com/>

Google Search: “idioms ESL lessons”

- <http://www.eslcafe.com/idioms/>
- [http://www.esl-lesson-plan.com/archives/2006/05/tips\\_tricks\\_teaching\\_idioms.php](http://www.esl-lesson-plan.com/archives/2006/05/tips_tricks_teaching_idioms.php)
- <http://www.tefl.net/esl-lesson-plans/esl-worksheets-tp.htm>

Google Search: “idioms ESL quiz”

- <http://a4esl.org/q/h/idioms.html> (**GREAT RESOURCE**)

### Vocabulary

Google Search: “ESL vocabulary”

- <http://www.rong-chang.com/vocabulary.htm>
- <http://www.esl-lab.com/vocab/index.htm>

Google Search: “ESL vocabulary quiz”

- <http://a4esl.org/q/h/vocabulary.html>
- <http://www.manythings.org/vq/>

## Vowels

Google Search: "ESL vowels"

- <http://iteslj.org/links/ESL/Pronunciation/>

Google Search: "ESL vowel worksheets"

- [http://bogglesworldesl.com/vowel\\_combinations.htm](http://bogglesworldesl.com/vowel_combinations.htm)
- <http://www.stickyball.net/phonics.html>
- <http://bogglesworldesl.com/rcontrolledvowels.htm>
- <http://www.esl-galaxy.com/pronunciation.html>

## Consonants

Google Search: "ESL consonant worksheet"

- [http://www.free-phonics-worksheets.com/html/free\\_phonics\\_worksheets.html](http://www.free-phonics-worksheets.com/html/free_phonics_worksheets.html)

Google Search: "ESL advanced consonant worksheet"

- <http://www.englishgateway.com/esl-worksheets>
- <http://www.englishmedialab.com/pronunciation.html>

## Articles

Google Search: "article grammar rules"

- <http://www.english-at-home.com/grammar/articles/>
- <http://www.learnenglish.de/grammar/articlestext.htm>
- <http://owl.english.purdue.edu/owl/resource/540/01/>

## Prepositions

Google Search: "prepositions"

- <http://www.writingcentre.uottawa.ca/hypergrammar/preposit.html>
- <http://www.towson.edu/ows/prepositions.htm>

## Prefixes & Suffixes

Google Search: "prefixes"

- <http://www.englishclub.com/vocabulary/prefixes.htm>
- <http://www.virtualsalt.com/roots.htm>
- <http://www.learnenglish.de/grammar/prefixtext.htm>

Google Search: "suffixes"

- <http://www.michigan-proficiency-exams.com/suffix-list.html>
- [https://www.msu.edu/~defores1/gre/sufx/gre\\_suffx.htm](https://www.msu.edu/~defores1/gre/sufx/gre_suffx.htm)
- <http://a4esl.org/q/h/9704/jj-suffixes.html>

### **Interview Questions**

Google Search: "job interview questions"

- <http://www.jobinterviewquestions.org/questions/interview-questions.asp>
- <http://jobsearch.about.com/od/interviewquestionsanswers/a/interviewquest.htm>

Google Search: "graduate school interview questions"

- <http://gradschool.about.com/od/interviews/a/intquest.htm>
- [http://gradschool.about.com/od/interviews/Graduate\\_Admissions\\_Interviews.htm](http://gradschool.about.com/od/interviews/Graduate_Admissions_Interviews.htm)
- [http://www.gradschooltips.com/interview\\_questions.htm](http://www.gradschooltips.com/interview_questions.htm)

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- The Internet TESL Journal. (1995-2011). Activities for ESL Students. Retrieved from:  
<http://a4esl.org/>